

Welcome to CIM 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

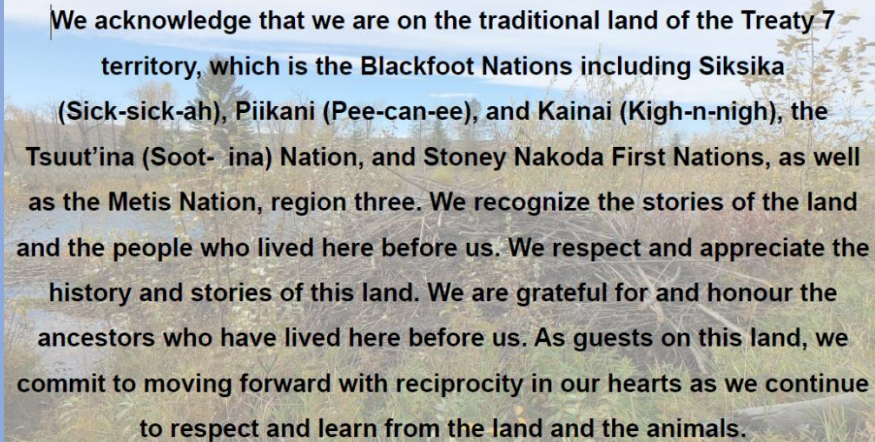
CIM School Education Plan 2021-24 (Year 3)

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 acknowledge that we are on the traditional land of the Treaty 7 territory, which is the Blackfoot Nations including Siksika (Sick-sick-ah), Piikani (Pee-can-ee), and Kainai (Kigh-n-nigh), the Tsuut'ina (Soot-ina) Nation, and Stoney Nakoda First Nations, as well as the Metis Nation, region three. We recognize the stories of the land and the people who lived here before us. We respect and appreciate the history and stories of this land. We are grateful for and honour the ancestors who have lived here before us. As guests on this land, we commit to moving forward with reciprocity in our hearts as we continue to respect and learn from the land and the animals.

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

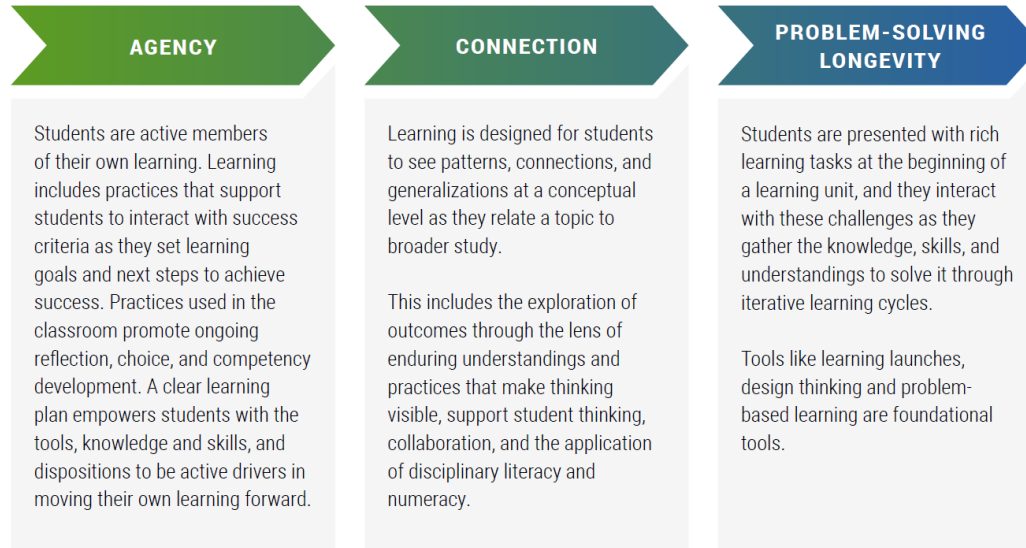
- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
 - Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and 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



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 style="text-align: center;">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 style="text-align: center;">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:</p> <p>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:</p> <p>Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance	Teaching and Leading	
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal:</p> <p>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>

Our School

About our School

In the spirit of reconciliation, we acknowledge that we are on the traditional land of the Treaty 7 territory, which is the Blackfoot Nations including Siksika, Piikani, and Kainai, the Tsuut’ina Nation, and Stoney Nakoda First Nations, as well as the Metis Nation, region three. We recognize the stories of the land and the people who lived here before us. We respect and appreciate the history and stories of this land. We are grateful for and honour the ancestors who have lived here before us. As guest on this land, we commit to moving forward with reciprocity in our hearts as we continue to respect and learn from the land and the animals.

C. Ian McLaren School is nestled in the Diamond Valley, an area with stunning landscapes and vibrant communities. Our school has 236 students, 12 certified staff and 9 support staff which includes a part time Family School Liaison Counsellor, a part time Wellness Coach, Office Administrator,

and a full time Learning Commons Facilitator. We work closely with Minds Matter mental health team to build capacity and support all learners. We are a feeder school to Oilfield's High School which is located across the street.



Our Celebrations and Highlights

This year as we moved towards a more “normal” start of the year, we focused on connection. We opened the year with the theme we are all important pieces of the puzzle and we fit together. We celebrated our individual gifts and talents. Within each classroom, teachers are committed to providing high quality instruction for students. We continue to work on learning and transfer through conceptual understanding. Staff have worked closely with Garfield Gini Newman to design authentic learning projects. We applied for two CPIP grants and were successful. Using CPIP grant money students-built bat boxes, green houses and enhanced our outdoor learning spaces. We worked with Oilfield's high school students to support their sustainability projects and they helped us with our projects. Our kindergarten students also joined with Oilfield's high school students to launch the yellow fish campaign in our community.

We have also worked intentionally to build staff efficacy and awareness of the social-emotional needs of our students. Our dedicated staff have been working extremely hard to ensure that high levels of learning continue, students are safe, and that we continue to live our “SMALL SCHOOL BIG HEART” mantra.

Parents play a vital role, supporting learning in our school. We were eager to welcome volunteers back into the building, helping in the classroom, setting up for events and prepping hot lunches. Outside of the day-to-day operations our school enjoys a partnership with a very active and supportive school council and fundraising committee. We value all feedback from our parent community.

Click on the slideshow below to get a small glimpse of all there is to celebrate about C. Ian McLaren School!

<https://docs.google.com/presentation/d/1jmCYT5jFfrTyk1xicLLMPM6FFsKn7wS3drUteBxYP6A/edit?usp=sharing>

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement	
Advance Stakeholder Engagement and Communication Advance Continuous Improvement and Assurance	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> 81% of our students reported that they are engaged based on the 2022 Accountability Pillar 85% of our students reported that they are appropriately challenged in school based on the 2022 Accountability Pillar 93% of our students reported that the work they do is relevant based on the 2022 Accountability Pillar 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> Continue to find ways to engage parents within the school community. Continue to provide feedback opportunities for staff, students and parents.

<ul style="list-style-type: none"> • 86% of our students indicate that the school has improved or stayed the same based on the Accountability Pillar survey. • 100% of our students reported that the literacy skills students are learning at school are useful based on the Student Intellectual Engagement Survey • 100% of our students reported that the numeracy skills students are learning at our school are useful based on the Student Intellectual Engagement Survey • Dedicated and committed staff. • Staff leading the work for the division on new curriculum. • Establishing communities of practice and conditions for collaboration have been instrumental in our learning for transfer work. • Strong student-led initiatives that build leadership and self-confidence among many members of our school community. 	<ul style="list-style-type: none"> • Continue to involve parents in decision making and providing feedback loops. <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Surveys for parents • Focus groups with students. • Continue to find ways to bring community support into our school community. • Continue to communicate supports that the school has access to • Continue to work together in PLT's to design learning for transfer.
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Key Insights for Support

**Advance Wellness and Wellbeing
Advance our Continuum of Supports**

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • The Students Matters group is very passionate about the wellness and well-being of our students. They worked hard to support the school with several different initiatives. Currently they are very excited to help classrooms with regulating activities by creating toolboxes for each classroom. • Wellness warriors/ RAKtivists continue to leave their mark and create student-led initiatives that support student wellness within our school. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to work with our students on developing positive peer relationships and confidence. • Continue to teach students about resiliency and have them identify areas of resilience in their own lives.
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<ul style="list-style-type: none"> • In our focus groups students can articulate the areas in their life that they have developed and showed confidence in. Students can also articulate the variety of strategies that they currently use to handle and manage stressful situations. • The school has been learning about trauma informed practices over the last couple of years. • CIM school has a strong continuum of support. • CIM school has structures that allow for staff to be supported (embedded LC time, embedded planning time, embedded time to meet with our behavior strategist and psychologist) • Revisited our continuum of support this year and added some trauma informed best practices. 	<ul style="list-style-type: none"> • Developing more trauma informed practices at the tier one level on the continuum <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Minds Matter to continue to work in the classrooms to develop the social emotional learning within our students. • Continue to work with Alethea Heudes, psychologist, to learn more about trauma informed practices. • Continue to access our support people (wellness coach, youth development coach, behavior consultant) to support our staff and students. • Continue to revisit our continuum of support together.
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Key Insights for Success

Advance Innovation and Design

Areas of Strength

- Teachers are passionate and engaged in professional development in “learning for transfer.”
- Teachers are designing authentic learning tasks that involve students living with real world, authentic, hands-on learning experiences.

Areas for Growth

- Teachers continue to engage in new curriculum and design learning through learning cycles

<ul style="list-style-type: none"> • Through design, students are learning to think for themselves, solve problems creatively, collaborate, and communicate effectively. 	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue to design learning in an authentic way. • Continue to design learning through the three divisional areas: teaching through conceptual lens, grappling with a complex problem over time and student agency.
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Advance Learning that Transfers

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Staff are passionate about the work they are doing. • Three of our teachers of curriculum leads for the entire school division. • The work that is being done at a system level has been recognized and acknowledged at the provincial level. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to develop strong Professional learning teams. • Continue to unpack new curriculum and embed the new learning cycles into current units.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue unpacking the new curriculum and utilizing the learning cycles from the division when planning and designing learning. • Create a schoolwide assessment and communication plan.

Advance Literacy and Numeracy

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Staff are engaged in the work. • We have two teachers who are on the Lead Curriculum team that can help support and guide the work. • Strong Small group interventions are closing the gaps in our learners. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Decrease Math Anxiety by 2% in the Intellectual Engagement Survey • Increase Math Engagement overall by decreasing math boredom by 2% as reported out in the Intellectual Engagement Survey
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Some of our classes are piloting the new math assessment – continue using the data to inform instruction. • Continue to develop literacy and numeracy interventions.
<p>Advance First Nations, Métis, and Inuit student success</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Partnership with Charity • Many of our teachers are incorporating indigenous principles by taking the learning outside. • Enhancing our outdoor learning classroom has been essential in encouraging students to learn outside. • Together we explored the medicine wheel 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • We are at different places in this journey, and we will continue to share ideas and support each other.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continuing working with our Indigenous Lead facilitator • We are working with Charity and Travis, Jimmy John, to come into the school to work with students and staff on the impact of seasonal

	<p>stories to Indigenous Cultures. As a staff we will continue to learn and grow in the areas of knowing, being and doing. We are learning about the importance of the two eyed seeing principles as it applies to implementing curriculum.</p> <ul style="list-style-type: none"> • How can the stories and perspectives of seasonal teachings or medicine wheel be explored to strengthen students' understanding of the world in which they live?
<p>Advance Teaching, Learning and Leading</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Staff passionate about making a difference for students and willing to work as hard as necessary to achieve optimal results. • Many of staff take on a shared leadership role to support everyone 	<p style="text-align: center;">Areas for Growth</p> <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • We have new staff joining the CIM family. We will need to support them as we continue our learning journey. • Continue to find ways to celebrate each staff member's strength and create structures so that we are always learning from each other.

Our Story of Engagement

We work closely with our School Council, provide weekly updates for parents from each classroom teacher, share weekly newsletters with whole-school updates, events, and surveys, and regularly connect with outside agencies. In collaboration with all our partners, we continue to build a community of learners through engagement.

<https://docs.google.com/presentation/d/1jmCYT5jFfrTyk1xicLLMPM6FFsKn7wS3drUteBxYP6A/edit?usp=sharing>

CIM School Council

January 2021

- Thank yous
- Updates since we saw you last
- Celebrations



<p style="text-align: center;">Goal <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p>
<p>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.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <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: Student Engagement

- student matters 3X a year
- cougar time weekly/ morning announcements
- What does it mean to be a part of the Cougar School Family? We are important pieces of the puzzle. Cougars Lead (schoolwide theme)
- shared leadership opportunities
- focus on wellness and connections

Strategy 2: Staff Engagement

- exit slips
- thinking routines
- Data Unpacking
- PLC work at the system level and school level (learning for transfer)
- focus on wellness
- Shared leadership opportunities

Strategy 3: Parent Engagement

- School Council
- Surveys
- Alberta Education Assurance survey
- Events (Remembrance Day ceremony, Christmas concert, Celebration assemblies, Parent-teacher interviews, Student-led conferences)

Strategy 4: Community Engagement

- Partnership with My City of Care
- Partnership with Rising Sun
- Partnership with Food for Thought
- Connecting with our community through projects (rock project, bat boxes, outdoor classroom, OHS garden project, Yellow Fish project, beautifying our school, leave no Trace partnership with OHS students)
- Supporting divisional community feedback engagement opportunities (vision 2034, updates from Alberta health webinars, flourishing communities etc)

Strategy 5: Communications

- weekly newsletter
- classroom teachers deliver a weekly email

- twitter
- website
- learner profiles
- school council slideshow updates
- TV screen in entrance to school
- Message board at front of school

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<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 ▪ 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

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- **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:

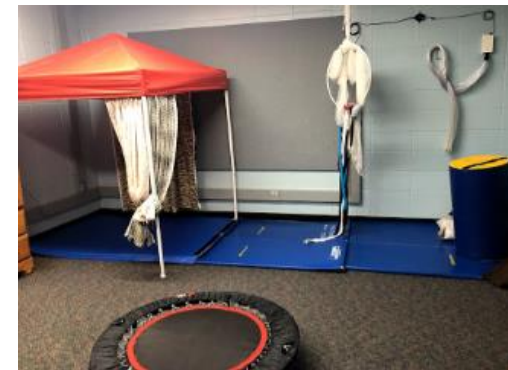
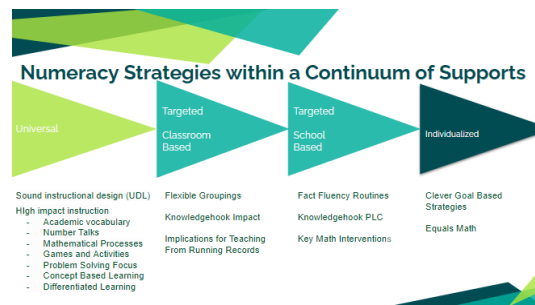
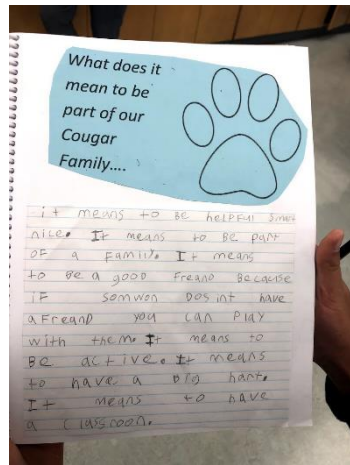
Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

Strategy 3:

Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all stakeholders.

Our Story of Support

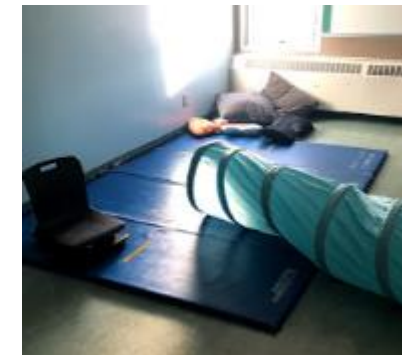
CIM staff believe that we are all part of a School Family. The school family is built upon a healthy family model, the goal of which is the optimal development of all members. One of our school focuses is to create an atmosphere of caring, encouragement and meaningful contribution. We are Cougars and Cougars take care of one another. As a school we follow many of the Conscious Discipline teachings developed by Dr. Rebecca Bailey. We also believe in a wrap-around approach to supporting students. We develop programming that is flexible, family and student oriented and comprehensive. We have several organizations that work together to provide a well-rounded, holistic program of support.



Continuum of Supports

CIM SAFE, CARING, WELCOMING CONTINUUM OF SUPPORTS

Universal	Targeted Classroom Based	Targeted School Based	Individualized
Collaboration: • Weekly job-embedded meeting with Learning Coach and classroom teacher • Weekly job-embedded meetings with IOC, LC and EA's • Weekly Learning Coach and Admin. Team meetings Assessment: • Daily monitoring of classes/check ins Interventions/Accommodations: • SOUQ • DARE Gr. 5 • Grade 2 and 4 Rowan House Assessments: • BRAIN SMART START, safe place assessments, kind and helpful behaviours • Daily check-ins • Cougar Code of Conduct-daily commitments • Indigenous Foundational Knowledge/O'Canada in Cree every Thursday • Blanket Ceremony with staff and students • Transition meetings • Trauma informed practice • Mentorship	Collaboration: • Weekly team meetings with LC/IO/CADMIN/EA/PKLC Interventions/Accommodations: • Grade 6 Leadership Program • Grade 3-6 Classroom Circles • Mind UP training Grades 3 and 5 • EA/IOC support in class • DARE Gr. 5 • Grade 2 and 4 Rowan House Assessments: • Attendance • School refusal scale • Work refusal documentation • Suicide risk assessment • ABC charts	Collaboration: • Teacher, parents, students, administration team, School Council Interventions/Accommodations: • Social skills groups in Grades 2 and 3 • How were you helping to keep our school safe? • How were you keeping our communities? • How are you being a good CIM Cougar ambassador? • Conflict resolution "Time Machine Protocol" • Progressive discipline continuum	Collaboration: • Parent meetings • School based team meetings • School-Linked team meeting • Ryley Hatchard, School Psych • Behaviour Strategist - S. Opat • Pediatricians and Family Physicians • SIAFS Assessments: • Level C- Psycho. Ed • Being Safe and Anecdotal Records • FBA • AILUP Interventions/Accommodations: • Proactive Behaviour Support Plans • Restorative Practice (circle) • Non-violent Crisis Intervention • CPE/PCMP • AHS Counselling • COPE/FRAS/PCO • PSLC school based counselling



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 wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<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 ▪ 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:

- Our school approaches the domains of social and emotional learning (social, emotional, physical, cultural, and cognitive) by embedding Conscious Discipline practices and a common classroom management system throughout each of our classrooms.

Strategy 2:

- Classroom teachers work closely with our wellness coach to improve universal approaches to support the wellness and wellbeing of all students
- Use of Social Emotional learning curricula (Zones, Mind up, Paths, Circle of Courage, Conscious Discipline)

Strategy 3:

- 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 4:

- 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 5:

- Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community. (leverage our student leaders, RAKTIVISTS, Wellness Warriors, Student Matters)

Strategy 6:

- Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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<p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<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
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<p>Measures and Targets</p>	
<p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>	
<p>Provincial</p>	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<p>Local</p>	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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). 	
<ul style="list-style-type: none"> ▪ Staff Advisory (Guarding Minds Survey) and Students' Matters input and feedback. 	
<ul style="list-style-type: none"> ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth & achievement. 	

<p>Strategies to Advance a Continuum of Supports</p>

Strategy 1:

- Weekly Collaborative meetings (LC/Teacher)
- Weekly school-based support team meetings (YDC, LC, Administrators, Wellness Coach)
- Access divisional support staff regularly (FNMI Success Coach, Numeracy Lead Teacher, Behavior Consultant and Registered Psychologist)

Strategy 2:

- Refine and expand the continuum of support for student success.

Strategy 3:

- Focus groups created in response to SOS-Q data
- Student matters feedback loop – continue building wellness toolboxes for the classroom this year we asked our students the following: How can we make our Cougar Family even stronger? (Implemented many of the ideas from students: more spirit days, colouring contests, schoolwide kahoot challenges, easter egg hunt, Terry Fox Day, modified sports day etc)
- Student matters continue to champion the wellness and wellbeing (ie Last year they led the school through regulating strategies to implement at your desk and spoke about strategies to manage anxiety. This year they implemented a peer mediating program to support division one recess)
- Wellness warriors/ RAKtivists continue to create student-led initiatives that support wellness and wellbeing as well as developing leaders within CIM school community.

Strategy 4:

- Individualized and targeted support groups are created to support our social and emotional wellbeing of our students.
- Continue to offer small group reading support to struggling learners.
- Develop small group numeracy support similar to our literacy interventions.

Strategy 5:

- Revisit our spaces and create additional spaces for students to experience a reset, break, self regulation activity etc and at the same time offer coaching and support as needed. (ieCougar Cave, Sensory room, Learning centre, and Brain Organization room)

Our Story of Success

Our story of success for each learner at our school

Could copy and paste same links: learning that transfers/ innovation and design/ toolkit

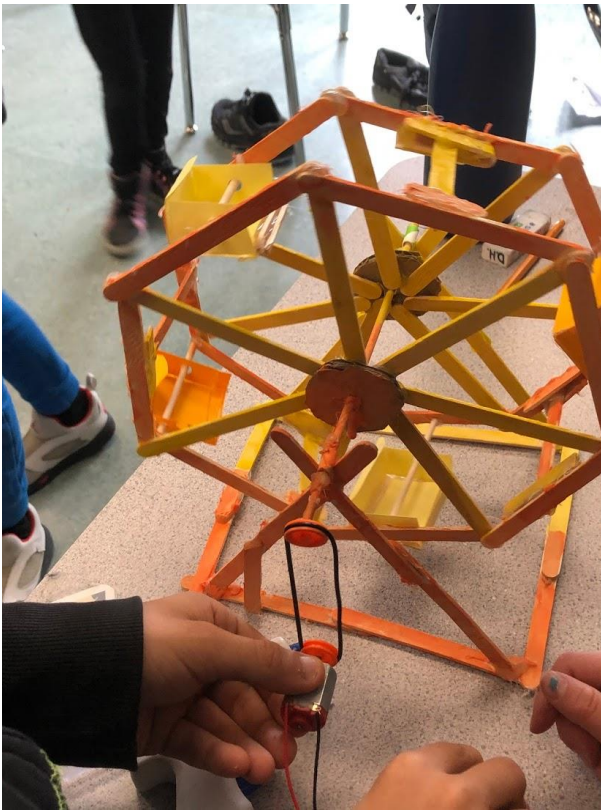
[*Innovation and Design*](#)

[*Learning that Transfers*](#)

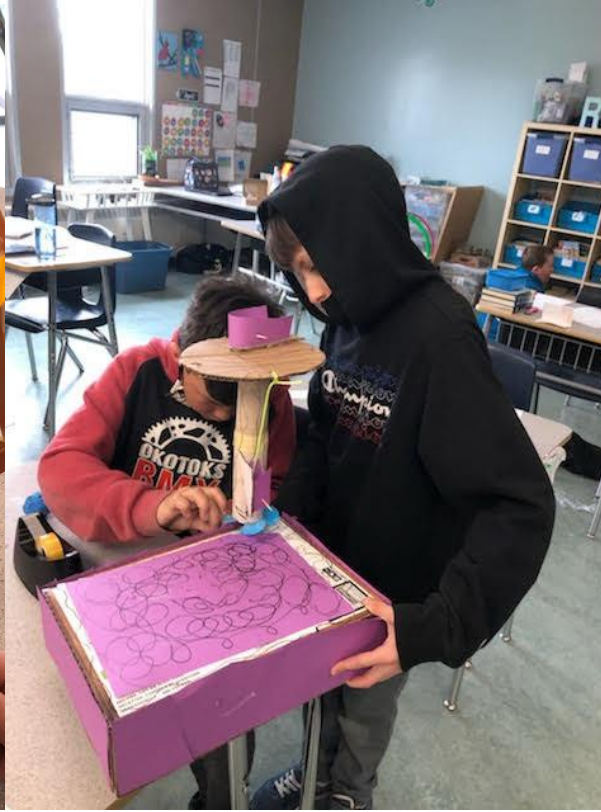
[*Truth and Reconciliation for Learner Success Toolkit*](#)

[*Principles of Practice for Advancing Literacy*](#)

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



Thinking like a scientist...



Thinking like a builder.....



Thinking like a mathematician...

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-

exploration that develops life-long learners and active citizens that are prepared for the future.		world, experiential, hands-on learning environments and experiences. ▪ 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.
- **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:

- two teacher leads on the innovation and design lead teacher teams
- staff engaged with resources and examples that deepen understanding of principles and practices that are aligned with teaching for **learning that transfers** at our system learning days
- division 2 teachers participated in the initial learning about the extension of CTF curriculums coming into grade 5-6

Strategy 2:

- teachers are designing learning and intentionally connecting projects to future careers
- teachers are engaged in professional development in “**Learning for Transfer**” and “**Lines of Inquiry**”

Strategy 3:

- Designating a classroom in the school to be a “Design Lab” and “Maker Space”
- A commitment to “play” with my blueprint with students- first steps to utilizing this tool
- 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
- Advance the use of my Blueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.

<p>Goals <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what we seek to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>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.</p>	<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.
- **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 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.
- teachers looking at wiser practices and strategies.

Strategy 2:

- Commitment to implementing the new Science and Social Studies curriculum

Strategy 3:

- Attending system-wide learning sessions
- Being part of the system’s PLC opportunity

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</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,

	<p>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>	<p>demonstrated by strengths in literacy and numeracy, across all subjects and grades</p> <ul style="list-style-type: none"> ▪ 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
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<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ 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. ○ 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) <p>Local</p> <ul style="list-style-type: none"> ▪ 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. 	
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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 system-wide use of high-yield principles and practices within English 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 2

- Revisiting mathematical mindset
- Deepening our understanding of mathematical processes
- Designing for learning specifically in math that allows for the following math learning progression: concrete, pictorial and symbolic
- Teachers implementing strategies learned at FSD Math and Literacy sessions

Strategy 3

- Unpacking new curriculum and designing learning with a conceptual lens
- Looking at a common math assessment and creating actionable next steps (mipi)
- Focusing on flexibility and fluency of basic math number concepts so that they have automaticity; this leads to confidence when going deeper into learning for transfer

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 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.</p>	<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 	<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

	knowledge of First Nations, Métis, and Inuit experiences	<ul style="list-style-type: none"> ▪ 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
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Measures and Targets	
<i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>	
Provincial	
<ul style="list-style-type: none"> ▪ Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ 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	
<ul style="list-style-type: none"> ▪ 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		
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		
*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:

- Staff are working closely with Charity Tegler who is our Indigenous Learning Facilitator to **advance instructional practices**
- We have **deepened our cultural appreciation** through our learning and understanding around the circle of courage, medicine wheel and 7 Grandfather teachings
 - we are taking our own personal journey on what it means for all things to be in balance and harmony
 - we started the year with an overarching question which is aligned with Indigenous ways of knowing and being....What does it mean to walk in balance. How will we continue to walk in balance?
 - building understanding of indigenous ways of being and doing through an emphasis to learning through the outdoors and connecting with one another through circles.
- Advancing reconciliation through school wide participation in events such as Indigenous day wearing Orange Shirts for Every Child Matters Day, celebrating Metis month, implementing Indigenous traditional games day
 - learning about and participating in Indigenous Activities

Strategy 2:

- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

<p>Goal 5 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<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</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

	<p>resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<ul style="list-style-type: none"> ▪ 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
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<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>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>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. 	
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<p>Strategies to Advance Excellence in Teaching, Learning, and Leading</p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>*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)</p>	
<p>Strategy 1:</p> <ul style="list-style-type: none"> ● Staff attend system learning days where there is a three-year plan on learning how to teach for transfer: students form conceptual understandings; students are agents of their own learning; students learn about complex problems. ● Staff are learning how to design learning with a provocation, learning launches, creating guide to successes, engaging students with a critical challenge and including an overarching critical inquiry question to guide the learning) 	
<p>Strategy 2:</p> <ul style="list-style-type: none"> ● Through shared leadership opportunities, and collaborative conversations across grade level teams, we will continue to discuss best practices, and share PLT learning and successes 	
<p>Strategy 3:</p> <ul style="list-style-type: none"> ● Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders. 	

Strategy 4:

- Leverage new Alberta K to 6 curricula to ensure excellence in teaching and learning



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