



**2024 – 2029
EDUCATION
PLAN
YEAR 1**

BLACKIE

201 John Street
Blackie, AB T0L 0J0

foothillsschooldivision.ca/Blackie
Blackie@fsd38.ab.ca



foothillsschooldivision.ca



WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[Our 2022-23 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

Blackie School remembers and acknowledges the people of Treaty Seven lands & the traditional homelands of the Metis people.

We promise to care for the land that we are grateful to live, grow and play on.

We continue to act as caretakers of the land and the stories, so it thrives for future generations.

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

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

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

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

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement

Goal:
 Advance Stakeholder Engagement and Communications

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

Goals:
 Advance Wellness and Well-being
 Advance Continuum of Supports

Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

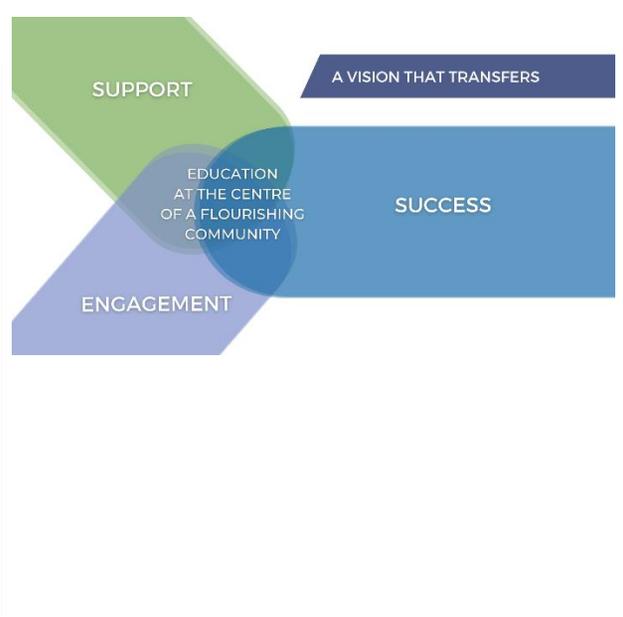
Goals:
 Advance Innovation and Design
 Advance Learning for Transfer
 Advance Literacy and Numeracy
 Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Governance

Goal:
 Advance Continuous Improvement and Assurance

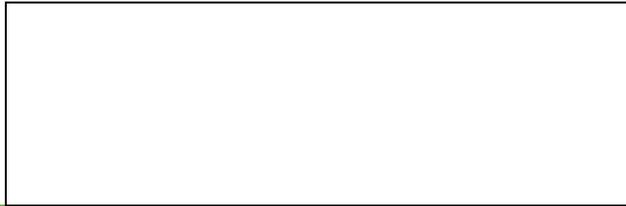
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.



Teaching and Leading

Goal:
 Advance Excellence in teaching, learning and leading.

Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).



OUR SCHOOL

Blackie School is a small, but mighty rural school in the Hamlet of Blackie. Located just East of High River, Blackie School serves families from the Hamlet as well as from the surrounding rural areas in both the Foothills and Vulcan Counties. Originally built in 1913, the school once housed students up until Grade 12. Today, with a population of just over 115 students, Blackie School programs for students in Junior Kindergarten to Grade 8. Blackie School is rooted in tradition.

Our school has 15 staff members who work either full or part-time, with the principal having the opportunity to provide instruction and learning support as well. Because of the small number of students who attend, it is likely each teacher will have an opportunity to interact at a personal level with each student at least once during the course of a school week. Over the past two years, all but one of the teaching and administration staff have changed. While this amount of change can be difficult, there are some key staff members who also hold the story of the history of the school. This combination of staff allows for us to move forward with new ideas while at the same time, ensuring we hold to our roots.

Parents play a vital role supporting learning in our school. On any given day we have a handful of volunteers in our school, helping out 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. School council and fundraising have worked hard to support a number of learning needs in our school and have provided important advice around school operations. In order to provide the best possible education experience for our students we value all feedback from our parent community.

Within each classroom, teachers are committed to providing high quality instruction for students. Our team has devoted much of their professional learning time to deep and transferable learning so that our students have the opportunity to demonstrate their knowledge and skills learned in the classroom to new and unique situations in alternate settings.

Our school shares a strong bond with the surrounding community, we have often been a hub during Christmas concerts, spring performances and various athletic events throughout the school year. This connection has been further strengthened now that the modernization is complete on the physical space which enables various community groups to hold events in the building. The gym and other spaces in the building are used 2-3 times per week.

KEY
INSIGHTS

With the pandemic followed closely by a complete modernization of the entire school (complete in fall 2022), Blackie staff, students and parents have been in a state of flux for the past few years. Now we are able to move forward, starting to rebuild a strong Blackie culture: Believe, Belong, Become, and refocus our efforts on the areas of academic need identified.



OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Weekly and monthly communications from the administration to all stakeholders
- More purposeful connection with community groups (Lions) - more invitation
- Recognize and celebrate our students regularly – and make our assemblies more purposeful and ensure we invite all family members, plan the dates in advance
- Have Student Matters continue the Student of the Month celebrations
- Celebrate our students who are excelling in all different areas
 - Golden garbage can
 - Highlight a classroom or group each month

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

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

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to develop and implement structures for accessing and using supports to collaborate and enhance support for students
- Leverage Student Matters and SOS-Q data to identify areas for growth by
 - Continuing with the Student of the Month structure; create a structure using the language of **Believe, Belong, Become** as criteria for choosing students.
 - enriching our monthly assemblies; highlighting groups of students and/or creating family groupings for specific activities
- Continue to emphasize the building of a trauma informed culture for staff and students by
 - being visible in the school, seeing all students as “our students”
 - shifting our school wide language to be more trauma informed
 - Ensure all students have access to calming spaces and movement spaces as needed
 - infusing wellness for students throughout the day, every day, such as Breakfast a la carte, Good Food boxes, classroom circles, Soft Starts

Advance a continuum of supports by:

- Continue to develop and implement a robust local continuum of supports and make it visible and known to all staff, students and families
 - Organize the continuum into the areas of Trauma, Restorative Problem Solving, Numeracy, Literacy, CTF/Maker Space, Environment
 - Ensure the language of Believe, Belong, Become is infused
 - Make visible to all stakeholders how to access supports (Family School Liaison Counsellor, Learning Coach)
 - Reconfigure PLCs to support the Continuum of Supports, classroom practices, and interventions
- Continue and enhance parent communication to develop understanding of student areas for growth and supports available
 - classroom practices and available interventions (**UFLI, Bug Morphology, LLI**)
 - Create consistency across classrooms around communication home

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS

Advance innovation and design by:

- 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 by
 - Creating and implement a strong complimentary course program (Gr. 5-8) using new CTS space and design 6-week courses for the year.
- Celebrating learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities within our locally developed
 - Whole School complementary courses/CTF
 - School play/production (Theatre Prospero)
- Collaborating with industry and educational partners and promote awareness and exposure opportunities for students before high school.
 - Create student agency by involving them in programming choices

Advance learning that transfers by:

- Advancing system wide understanding of how the 3 Principals of Deep and Transferable Learning, including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner through:
 - Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days.
 - Use of tools, resources and strategies that support student thinking and continue to develop literacy and numeracy skills through divisionally developed resources such as rubrics, progressions, decodable books, ULFI, and math manipulative buckets to make it meaningful for our context
- Working with complex problems over time to inform the design of whole School complementary courses/CTF (innovation and design framework, alignment from Maker Space – CTF – CTS)
 - Student agency to ensure the Maker Space and CTF design is tailored to the needs and desires of Blackie students.
 - Family groupings (cross grade groups) focused around Whole School Critical Challenges through Maker Space and CTF

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

- Potential connection with Highwood around exposure to complementary courses
- Invite community members and/or parents with expertise in a variety of areas to support the learning and work with deep and transferable learning
- Social emotional learning, community connections and cross-curricular relationships
- Utilize high impact assessment, evaluation and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning by
 - The flexible use of assessment and evaluation tasks and tools in all learning environments
 - Co-creating common assessment tasks in cross-grade PLCs, designing for deep and transferable learning in literacy and numeracy specifically

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Advancing the use and consistent application of all provincial and local assessment measures to inform teacher practice, school-based interventions, and support student growth and achievement.
 - Literacy Intervention Program (**Science of Reading**) developed and implemented across all grade K-8 (UFLI, Bug Morphology).
 - Consistent tracking of student progress from grade to grade (**Sparkle Kit, F&P**)
 - Planned assessment timelines to shift interventions throughout the year
 - Next year's teacher assess their incoming students in June
- Advance system-wide use 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.
 - Ensuring that the implementation and advancement of the literacy and numeracy programming is based on current research and evidence
 - Ensuring systems and structures are in place to support effective literacy and numeracy programming
 - Providing professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students
 - Co-planning and designing high yield numeracy instruction strategies to ensure all students are numerate
- Advance the development and application of literacy and numeracy resources and programming to support student growth and achievement through
 - Advance the work of our local teacher-built assessment tools for writing in literacy and number in numeracy
 - Increase utilization of the staff learning link to support teacher design and implementation of effective resources that lead to improved student learning
 - Ensure that the writing assessment tool and number assessment tool is aligned with the needs and development of Blackie students.

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Ensure ALL our Indigenous students are invited to cultural opportunities
- School wide field trip to Blackfoot Crossing to start the year
- Connect with Highwood High School for Red Dress Day

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long learning and ongoing critical reflection to improve teaching, leading and learning by
 - Continuing to refine our practice to create interventions and universal continuum of reading instruction
 - Using assessment measures/data to inform our instruction and interventions
 - Twice yearly one on one meetings around IPGPs

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

- Develop and demonstrate a professional body of knowledge and provide instructional leadership through the development and/or continuation of
 - High yield strategies for strong literacy practices that are aligned from K - 8
 - High yield strategies for strong numeracy practices that are aligned from K-8
 - Development of targeted intervention groups around the areas of literacy and numeracy in order to close learning gaps that are identified through assessment data
- Create inclusive learning environments where high quality teaching, learning, and leading occur through
 - Further development of a visible continuum of supports for all students
 - Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices
 - Creating new language that is trauma informed for structures within our school
 - Equitable allocation of Educational Assistant time to ensure support is placed where and when it is needed
 - Purposefully combining grade level groupings to leverage different areas of strengths amongst teachers.

VIEW OUTCOMES AND INDICATORS