# Welcome To Heritage Heights School Education Plan

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

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

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

**EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY**

# Heritage Heights Education Plan 2021-24 (Year 3)

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

2021-22 School Annual Education Results Report

**School Website**

## School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3. **Truth and Reconciliation for Learner Success in Foothills School Division**

## Vision

Engagement, Support and Success for each learner

## Mission

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

## Priorities

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

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

## Commitments

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

## Accountability and Assurance

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

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

## Our Story of Learning

### THE FUTURE-FOCUSED MODEL FOR LEARNING

**AGENCY**

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

**CONNECTION**

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

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

**PROBLEM-SOLVING LONGEVITY**

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

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

# Our Goals and Strategies

| Our Vision | Commitments | Our Priorities |
|---|---|---|
| **Our Vision**<br>Engagement, Support and Success for Each Learner.<br><br>**Our Mission**<br>Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them…<br>Develop them…Celebrate them! | **Commitments**<br>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division<br>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities<br>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging<br>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities | **Our Priorities**<br>**Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.<br><br>**Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.<br><br>**Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership. |
| **Engagement** | **Support** | **Success** |
| **Local and Societal Context** | **Learning Supports** | **Student Growth and Achievement** |
| **Goal:** Advance Stakeholder Engagement and Communications<br>**Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts. | **Goals:**<br>Advance Wellness and Well-being<br>Advance Continuum of Supports<br>**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:**<br>Advance Innovation and Design<br>Advance Learning for Transfer<br>Advance Literacy and Numeracy<br>Advance First Nations, Métis, and Inuit student success<br>**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners. |
| **Governance** | | **Teaching and Leading** |
| **Goal:** Advance Continuous Improvement and Assurance<br>**Assurance Measure**: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community,google  engagement, transparency, and accountability. |  | **Goal:**<br>Advance Excellence in teaching, learning and leading<br>**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning. |

Heritage Heights is a rural K-9 program with roughly 500 students.  Our program services an area that extends from north of Okotoks to the Calgary city limit.  In 2023, our school chose to keep the lessons of the 7 Habits but recently have decided to terminate our costly subscription with the organization.  After much research and collaboration, we have decided to move forward with the Circle of Courage model. The Circle of Courage is a model of youth development that resulted from the research of Larry Brendtro (PhD), Martin Brokenleg  (professor of Indigenous Studies) and Steve Van Bockern (Doctorate in Education – Honorary Doctor of Laws). The Circle is broken up into 4 quadrants that portray the essential positive development needs of all children, Belonging, Independence, Generosity and Mastery. The model integrates western knowledge, indigenous knowledge and modern youth development research and is applicable to all children across contexts and cultures. The circle allows us to continue to use the ideas and values we learned from the *Leader in Me - 7 Habits* program as the concepts fit nicely into the 4 essential areas.

Our school is adjacent to the Scott Seaman Arena where partnerships allow our students the ability to participate in skating and hockey.  Recently, with help from our fabulous Parent Council and a partnership with Scott Seaman Arena, we are launching a new hockey program to add to our complementary option choices which will offer even more ice time for those students who sign up for Hockey Skill Development. Our goal is to create skate and hockey development opportunities accessible for all students at all skill levels.

School Motto: Excellence, Integrity, Leadership

Mission: To promote character education and create responsible youth leaders through authentic challenging learning experiences.

Vision: All students are supported in being successful world leaders through effectively supporting and engaging all community members around authentic learning experiences.

Year 3 Priorities for Staff Development

1. Refining and sharing an updated HHTS Continuum of Supports for Learning and Wellness based on divisional plan.
2. Development of the Circle of Courage model of character development and Indigenous perspective.
3. Connecting learning to the outdoors through place-based learning and inquiry.

## Our Celebrations and Highlights

The 2022-2023 school year was the return of normal!  Assemblies, community engagement, leadership opportunities and staff renewal around what it means to be a Husky, this year was a year of NEW traditions that connect, inspire and engage our school community.



*Figure 1Sharing Learning as Leaders*



*Figure 2Student Leadership*

*Figure 3Connecting with community partners.*



*Figure 4Celebrating Together*

Figure 5Making Thinking Visible


Figure 6Examining Indigenous Perspectives

## Our Annual Education Results Report 2021-22 Key Insights

### Key Insights for Engagement

**Advance Stakeholder Engagement and Communications**
**Advance Continuous Improvement and Assurance**

| Areas of Strength | Areas for Growth |
|---|---|
| Collaboration with school council has shown to be effective by creating an earlier time slot and providing a babysitting room for parents with small children.<br><br>Shared engagement and problem solving through reviewing challenges and opportunities with a supportive lens.  (Outdoor Learning Classroom, Hockey Skills Program, fieldtrip financial support, shared nutrition grant collaboration)<br><br>Weekly updates and information from teachers sent home to families has increased communication and opened doors for collaboration and opportunities for parents to volunteer. | Community engagement in school council meetings is lowering.  We either require a different approach or avenue to gain regular feedback on school policies. |
| | **Next Steps**<br>Reemphasize the importance of engaging a classroom room reps and parent volunteer reading support program to build relationships with parents. |

### Key Insights for Support

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

| Areas of Strength | Areas for Growth |
|---|---|
| We have invested meeting an PD time to support staff and students with wellness opportunities. | Create a deeper understanding of the Circle of Courage and how wellness and safe learning environments can be developed through this lens. |

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| • Significant number of teaching staff participate in a book study using the book, Teacher Take Care. There has been a recent increase in teacher interest with wanting to create opportunities for staff to come together to collaborate and celebrate.<br><br>• Two staff members on our sunshine committee been part of the work regarding creating a sense of belonging and safety among staff which has proven to be integral with staff buy in. They have been actively running activities that complement our staff meeting learning topics. The activities focused on well-being and staff were very receptive.<br><br>• Teachers have been focusing on classroom structures that help to increase belonging and create safe and caring spaces for students to regulate and learn. Quiet corners, maker spaces, and breakout areas have been added to many classrooms. | Explore how current Continuum of Supports can shift to include more student and community voice.<br><br>With two new Learning Coaches in our building, it will be important to focus on support and education regarding our continuum of supports and collaborate and review what we have in place and what can be revised or renewed. |
| | **Next Steps**<br><br>Create a student-led wellness committee.<br><br>Create a survey to obtain student and community voice regarding our Continuum of Supports.<br><br>Create a school resource file with Circle of Courage sample lesson plans and ideas. This will support teachers going forward with a smooth transition between the Leader in Me, and the Circle of Courage.<br><br>Continue to offer an opportunity for staff to participate in a Wellness Book Study. Staff voted to continue working with Teacher Take Care, and then to move forward with another book regarding wellness.<br><br>Establish a weekly update to parents that includes the Circle of Courage language in our reporting process. |

| Key Insights for Success | |
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| **Areas of Strength** | **Areas for Growth** |

| | New K-6 Science curriculum includes opportunities to develop inquiry coding and computative thinking in students. |
|---|---|
| Our Learning Commons Facilitator spearheaded much of the work on coding and robotics in our school. Greater emphasis was placed on the development of coding over time, from kindergarten to Junior high.<br><br>Our school has recently purchased a number of kits and manipulatives to assist us in moving forward with innovation and design. We are creating learning opportunities with Bee Bots, Dash and Dot Robots, Microbits, and Environmental Science Kits. We are also eagerly awaiting more math manipulatives and have recently purchased Anchor Charts to support visualization in math.<br><br>We have started to use part of our Staff Meeting time to collaborate and work together to learn how to use the new technology that we are bringing into our building. This will work will continue as we move forward, and new technologies are discovered. | **Next Steps**<br>Ensure staff are provided with training to support coding and computative thinking over the course of 2023-2024 school year. Building coding into "Fun Fridays" will support regular coding and innovation lessons every week. Work collaboratively with staff to create systems of support between colleagues so that new technologies are part of what we do and integrated into our work, rather than viewed as separate. |

### Advance Learning that Transfers

| **Areas of Strength** | **Areas for Growth** |
|---|---|
| Teachers were able to collaborate repeatedly this year over unit plans, assessments and school wide initiatives that support culture and connection through engaging all stakeholders. We believe this work is foundational to building our classroom offerings that support learning for transfer. | Development of learning engagements that encourage deeper thinking both inside and outside of the classroom. This includes but is not limited to developing inquiry-based practices that support cross curricular connections to support authentic curricular development. |
| | **Next Steps**<br>Require staff to build learning plans that infuse work on new curriculum through inquiry and project-based learning engagements that promote learning for transfer.<br>Provide more opportunity for teachers to share their learning and innovative ideas and lessons with all staff members. |

| Advance Literacy and Numeracy | |
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| **Areas of Strength**<br>Individualized supports and assessments have become a shared responsibility of our learning support team, educational assistants and classroom teachers.  More teachers and educational assistants are now trained to support learners in small group and individualized program planning in our early years. | **Areas for Growth**<br>Refining and adopting a stronger continuum of supports for all grade levels including ongoing learner assessment routines. |
| | **Next Steps**<br>Support all teachers understanding of the collaborative response model through regularly reflecting on their student's achievement and planning for next steps with colleagues.<br>Train a series of parent volunteers to regularly support literacy and numeracy development in our early years. |

| Advance First Nations, Métis, and Inuit student success | |
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| **Areas of Strength**<br>Our school has adopted the Circle of Courage model for character development that will support our understanding and engagement of indigenous teachings and ways of knowing. | **Areas for Growth**<br>Understanding how to implement and support all learners through this model regularly through practices and structures that support inclusivity and understanding by all. |
| | **Next Steps**<br>Build a continuum of learning supports that engage all learners in through an understanding of Two-Eyed Seeing, Circle of Courage and the 7 grandfather teachings. |

| Advance Teaching, Learning and Leading | |
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| **Areas of Strength**<br>Our teaching staff has worked hard this past year to develop collaborative structures and collegiality that supports the creation of goals and structures that support continuous improvement. | **Areas for Growth**<br>Students are increasingly reporting lower levels of engagement in recent surveys. |

| | **Next Steps** |
|---|---|
| | A question we must explore is how do we design learning and environments to promote engagement and flow states in all students? Intentional simplification of schedules and redesign of physical education opportunities have also been planned to promote alternatives for all students. |

# Our Story of Engagement

## At our School

School Council – Regular discussions around data, trends and planning have occurred at most school council meetings all year.  School council also completed the construction of our outdoor learning classroom.

Students – increased use of My Blueprints has allowed for digital portfolios for most students.  A small group of students were involved in a Students Matter engagement around a Winter Bake-Off competition that ran for a month with various teams competing in ever more challenging timed baking tests.  Weekly Husky Minute videos were produced with student leadership and others to promote student voice and confidence.

Parents – have been welcomed back into our building and greater opportunities for volunteering have been created.

Staff – Structures were put in place to support EA attendance at regular staff meetings.  Staff members explored a new structure of meeting known as a collaborative response meeting to address ongoing student learning or behavior concerns to plan together. Increasingly shared team notes allowed for reflection and ensuring planned goals were more regularly met.

Community – Principal attendance at the Dunbow Recreation board supported understanding of community concerns and opportunities.  These opportunities included helping others understand the role our school plays in the broader community.  Greater partnership with the Scott Seaman arena was created by regular meetings with management and the relaunch of a Husky Ice program for hockey skill development for the fall of 2023.

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

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

### Provincial

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

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

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

### Local

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

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

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

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

## Strategies to Advance Stakeholder Engagement

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| *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*<br>*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 - Engagement Survey, SOS-Q, Student Voice Survey, Bang the Table Student Survey, Student Council (Grade 6 and 9), Character Education Survey, My Blueprint Portfolio, Student Led Wellness Committee |
| **Strategy 2:** Staff Engagement - PLC survey, collaborative design thinking approach to school education planning, LCF in PLC rotation, Leadership team, Connect meetings/PD exit slips |
| **Strategy 3:** Parent Engagement - Website and social media presence and kept up to date.  Parent voice survey (spring), weekly academic update from each teacher,  AEA Survey, School Council/Parent Association, anytime exit slip, Family Events and Celebration nights (ie. Family Dance) |
| **Strategy 4:** Community Engagement – Collaboration with St. Francis, Dunbow Rec Board, Scott Seaman Rink (MD Foothills), social media engagement. |
| **Strategy 5:** Communications - Monthly newsletters, website engagement, social media via Twitter, Facebook and Instagram, Video messaging, Friday Husky Minute |

| **Goal**<br>*Desired Result* | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve* | **Indicators**<br>*Indicators of achieving outcomes* |
|---|---|---|
| **Advance evidence-based continuous improvement and assurance**<br>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. | Assurance has been achieved through:<br>▪ building relationships<br>▪ engaging with education partners and stakeholders<br>▪ creating and sustaining a culture of continuous improvement and collective responsibility | ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success<br>▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts<br>▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement<br>▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity<br>▪ 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<br>▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans<br>▪ fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements |

| | | ▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement |
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### Measures and Targets

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

#### Provincial

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

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

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

#### Local

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

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

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

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

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### 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:** Launch My Blueprint for all learners to share learning achievements.  Implement showcases of student learning in MyBlueprint and other learning on a semester basis.

**Strategy 2:** Advance use of Google Classroom for assessment purposes and parent communication.

**Strategy 3:** Regularly share data, actions, and supports with the school council in the principal report.  D

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# Our Story of Support

## At our School

A collaborative response model was adopted starting in February that included staff in divisional groupings collaborating on student concerns and needs.  Through logging this information and collecting these plans and concerns centrally, goals were met and achieved for the most part this year.

Relaunching pre-pandemic structures to support student leadership and engagement has been slowly happening all year.  This included the use of the PALS program for student activity leaders on the playground and the Big Brothers and Big Sisters program.  Classroom Stewardship roles were also launched this year, providing each classroom with a specific task or job that builds not only culture but connection to our role in making our school a safe caring and respectful environment for all.

Staff meetings continue to have an intentional focus to build collaboration and congeniality through starting with wellness and connection activities.

Scheduled wellness, Husky Hour and Leadership hours into the schedule have built connection between both ends of our school through buddy reading, shared leadership and stewardship role every week.  Looking ahead, there were some areas where this time was used better than others, therefore an intentional shift will be made to have a single, longer Husky Hour every Friday in next year's schedule.  This alignment with a longer time will promote more regular school wide assemblies as these have not been fully incorporated into our practice in the past year and have been asked for by students, parents and staff.

| Goal<br>*Desired Result* | Outcomes<br>*Measurable statements of what FSD seeks to achieve* | Indicators<br>*Indicators of achieving outcomes* |
|---|---|---|
| **Advance wellness and well-being:** Develop collective efficacy in advancing a culture of wellness and well-being. | ▪ learners contribute to developing and advancing cultures of wellness and well-being<br>▪ learners contribute to and feel welcomed, cared for, respected and safe<br>▪ learners access a robust continuum of supports<br>▪ students will develop a better understanding of themselves that will allow | ▪ improved wellness and wellbeing in students and staff<br>▪ learners are active, healthy, and well<br>▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners<br>▪ all learning environments are welcoming, caring, respectful and safe<br>▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations<br>▪ improved understanding of an inclusive education system is shared by all education partners<br>▪ collaboration with education partners to support learning |

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| them to make decisions, achieve goals, build resiliency, and adapt to change<br>▪ students will build resilience and positive mental health skills<br>▪ students will know the difference between and how to manage health stress and traumatic stress | ▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness<br>▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities<br>▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning |

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

**Provincial**

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

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

**Local**

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

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

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

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

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**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: Community Helpers Program and other CMHA programs to support teachers and students. Relaunch Playground Activity Leaders (PALs) program.  Students Matters Committee Baking Competition. Relaunch Big Brothers Big Sisters program.

Strategy 2: Promote wellness and mindfulness strategies in classrooms and staff meetings.

Strategy 3: Establish routine Husky (community building) Wellness (individual and class) and Leadership (Leader in Me) hours into every timetable once per cycle.  Creation of a non-rotating schedule with community building "Fun Fridays" providing a variety of opportunities for all students.

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

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

▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
▪ **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

**Local**

▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

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

| **Strategy 1:** All teachers use benchmark assessments to flag and build plans for students with learning needs. |
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| **Strategy 2:** Make Continuum of Supports visible (in every classroom) and use in all PLC/CRM meetings. Review continuum of supports to solidify strategies and support through the lens of the Circle of Courage. |
|---|

| **Strategy 3:** Increased focus on our RTI instruction in the classroom based on teacher and diagnostic tools. Utilize Educational Assistants in high population and high need classrooms. Incorporate routine reading support through parent volunteers. |
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# Our Story of Success

## At our School

Students were able to showcase their accomplishments in a variety of ways this year. This includes My Blueprint, Heritage Fair, Science Fair, Virtual Art Gallery and through leadership led pep rallies and assemblies.

My Blueprint was used to support our student sharing their work products in their regular classrooms and to develop a portfolio of CTF projects and participation. These were shared in our Spring Learning Conferences where the students were able to lead their parents through what evidence they had collected of their growth as learners.

Student artwork was showcased through the front hallway display case and then scanned for posting in our virtual art gallery. Regular rotation of this art allowed for multiple rotations of student work and uploads to the virtual gallery.

Junior High students were given an opportunity to showcase their learning in history and science through two fairs that took place this spring. These allowed students to explore a concept or topic and prepare a presentation and display to support their findings.

| **Goal** | **Outcomes** | **Indicators** |
|---|---|---|
| *Desired Result* | *Measurable statements of what we seek to achieve* | *Indicators of achieving outcomes* |

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

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

### Provincial

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

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

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

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

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

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

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

### Local

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

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

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

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

Strategy 1: Connect learning commons facilitator expertise to teachers through scheduled PLC year plan discussions.  Scheduled learning blocks for all students to explore STEM and Technology through a design standpoint weekly.

**Strategy 2:** Use My Blueprint as a digital portfolio for all students and to identify career goals. Open parent portal to parents. Use My Blueprint as a tool for student led conferences and learner showcases.

**Strategy 3:** Build capacity around maker centered learning through scheduling the Design Lab and a mobile lab cart.   (Removed 2023-2024 school year as a goal)

| Goals | Outcomes | Indicators |
|---|---|---|
| *Desired Result* | *Measurable statements of what we seek to achieve* | *Indicators of achieving outcomes* |
| **Advance learning that transfers**: Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success. | ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential<br>▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts | ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts<br>▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals<br>▪ 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:** ~~Students will apply learning to projects that reach beyond curriculum through MakerFare and STEAM Fair~~. (Retired, 2023)  Launch STEAM lessons to build whole school capacity through coding and technology lessons.

**Strategy 2:** Teachers design unit plans utilizing Learning for Transfer learning launches or UBD/UDL developed templates.  Minimum 2 peer reviewed Assessment for Transfer – using assessment blueprinting as a method of ensuring skill, transfer and content knowledge is being assessed where developmentally appropriate.

**Strategy 3:** Teachers use Guide to Success in PLC's to design for learning and Transfer  Teacher PLCs embedded in the schedule and based on a Collaborative Response Model.

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

## Measures and Targets

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

**Provincial**

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

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

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

**Local**

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

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

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

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

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

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

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

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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:** Established resources and strategies (LLI, F&P, ~~Read Write~~, Guided Reading, Lively Letters, Words Their Way, ~~Knowledgehook~~Mathology, MIPI) are used to build capacity in our early years to achieve:
- All students read at grade level by the end of grade 3 and achieve a minimum 1 grade level growth until grade 9.
- All students achieve computational fluency of grade appropriate mathematical sentences by the end of grade 3 and continuing.

| Goal<br>*Desired Result* | Outcomes<br>*Measurable statements of what FSD seeks to achieve* | Indicators<br>*Indicators of achieving outcomes* |
|---|---|---|
| **Advance First Nations, Métis, and Inuit student success**: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community. | ▪ First Nations, Métis and Inuit learners are successful<br>▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success<br>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences | ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences<br>▪ 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<br>▪ 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<br>▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success<br>▪ First Nation, Metis and Inuit families that are actively involved in educational decisions<br>▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement |

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

### Provincial

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

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

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

### Local

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

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

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

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

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

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

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

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

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

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**Strategy 1:** Library of resources to Advance First Nations, Metis and Inuit learning gather in our learning commons. Based on divisional resources shared in the staff learning link. Circle of Courage adopted as a lens for developing culture, character and reconciliation understanding as a community.

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**Strategy 2:** Circle of Courage introduced at grade 4 as a leadership tool (connected to Leader in Me). Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

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**Strategy 3:** Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

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| **Goal 5**<br>*Desired Result* | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve* | **Indicators**<br>*Indicators of achieving outcomes* |
|---|---|---|
| **Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement. | Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the | ▪ 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<br>▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation<br>▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice<br>▪ teachers and leaders improve their professional practice in learning for transfer |

| | appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56* | ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning<br>▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning |
|---|---|---|

**Measures and Targets**

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

**Provincial**

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

**Local**

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

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

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**Strategies to Advance Excellence in Teaching, Learning, and Leading**

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

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

**Strategy 1:** Increase and promote teacher agency in the design of school based professional development days through:
- leveraging school-based leaders to offer and guide learning opportunities.
- align school days to allow for flexibility of learning time to promote system goal alignment.
- focus on modeling and learning together in all meetings.

**Strategy 2:** Reinforce strategic PLC planning through collaborative UBD-UDL unit design/Designing for Transfer including peer review.  Develop a leadership team of teachers and administration to support professional day agendas and opportunities.

**Strategy 3:**

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