

2021-2024

Heritage Heights School Education Plan

Our 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.

Follow Links to:

School Annual Education Results Report

[School Website](#)

2022-2023 Foci

Engagement – Learning and implementing a new curriculum K-6

Support – Continued work in PLCs to develop universal support and targeted interventions for all students

Success – Increase use of student-managed digital portfolios with parent portal for ongoing sharing of learning

About our School

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. Our school believes in teaching all students the 7 Habits of Highly Effective People through the Leader in Me program.

Our school is adjacent to the Scott Seaman Arena where partnerships allow our students the ability to participate in a hockey and industrial foods program utilizing this facility.

School Motto: Excellence, Integrity, Leadership

Mission: To celebrate leadership in all forms.

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

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

Engagement

for each learner

Engagement that is timely, meaningful, and collaborative

Our story of engagement for each learner at our school

Advance Literacy and



Staff Voice: [Identifying high yield strategies \(06/02/21\)](#) Student Voice: [Student Survey \(05/2021\)](#) Parent Voice: [Education Plan Preview \(May 2021\)](#)
 Staff Voice: [Engagement in Building Ed Plan Strategies](#)
 Student Voice: [What does Living the Husky Life Mean?](#)
 Student/Parent/Teacher Voice: [Measurable Results Survey Winter 2021](#)
 Staff Voice: 3-2-1 Moving Forward
[Parent Husky Minute Updates](#)

Key insights from results analysis of the impact of Engagement.

- Engaging with all stakeholders requires scheduled, ongoing and focused opportunities to not only discuss challenges but develop opportunities for change and advancement of school culture.
- Increasing student engagement starts with the redevelopment of our leadership program including building a Student Council with our leaders in grade 6 and 9 starting this fall.
- Parent council nights are limited in attendance therefore gaining parental feedback can be a challenge. After restrictions are up, we look forward to engaging parents in and around our building at scheduled school events through surveys, interviews and exit slips.

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 stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p>	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.

<p>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 our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<ul style="list-style-type: none"> ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance. 	
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Student Engagement – Engagement Survey, SOS-Q, Student Voice Survey, Bang the Table Student Survey, Student Council (Grade 6 and 9)</p> <p>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</p> <p>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.</p> <p>Strategy 4: Community Engagement – Collaboration with St. Francis, Dunbow Rec Board, Scott Seaman Rink (MD Foothills), social media engagement.</p>		<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> ● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities. ● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance evidence-based continuous improvement and assurance.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p style="text-align: center;">Assurance has been achieved through:</p> <ul style="list-style-type: none"> ● Building relationships. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR)

<p>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. 	<p>represent evidence-informed decision making and continuous improvement.</p> <ul style="list-style-type: none"> ● The School’s 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. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.
<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> ● Launch My Blueprint for all learners to share learning achievements. ● Advance use of Google Classroom for assessment purposes and parent communication. ● Regularly share data, actions, and supports with the school council in the principal report. 	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><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"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● Continuous Improvement: Increase in 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. ● Overall Quality of Basic Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. <p>Local</p> <ul style="list-style-type: none"> ● FSD School Assurance Survey: Increase in percentage of teachers, parents and students 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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for ENGAGEMENT

For Further Information Follow Links to
Social Media Links

www.facebook.com/Heritageheights1

www.twitter.com/heritageheight1

www.instagram.com/heritageheights1

Website

<https://heritageheights.fsd38.ab.ca/>

Bang the Table

<https://fsdconnect.com/heritage>

Strategic Plan

[Continuous Improvement and Assurance](#)

Strategic Plan

[Stakeholder Engagement and Communications](#)

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school (anecdotal evidence)

[Student Wellness Toolkit](#): Student wellness toolkit created based on student voice and staff voice as needed throughout the year. Wellness strategies targeting key wellness needs and strategies.

Mental Health Continuum Reflections/[Wellness Wheel Check-Ins](#) for Students and Staff

[Understanding Unique Student Profiles PD](#)

Continuums of Support: Currently being developed for K to 9 in the areas of Literacy, Numeracy, Behaviour/Wellness

[Division 1 Literacy/Numeracy](#)

[Division 2 Literacy/Numeracy](#)

[Division 3 Literacy/Numeracy](#)

[Social-Emotional Continuum of Support](#)

Students At-Risk Collaborative Teacher Reflections [Academic At-Risk](#)

Wellness Resource Ongoing Explorations and [Teacher Commitments](#)

Collaboration with CMHA

All Grade 8 students engaged in full [Community Helpers training program](#)

Grade 7 students: Stress Management and Healthy Coping Skills

Key insights from results analysis of the impact of Support.

- Building solid classroom relationships and routines are a key part of creating psychological safety for kids to build a wellness program in every classroom.
- Rebuilding school culture post-pandemic will require building connections beyond grade and divisional boundaries.
- Supporting all learners in a classroom context requires review and commitment to current practices in our building that build capacity.
- Executive functioning skill development should be an area of focus.

<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></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 continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <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 are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved 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.
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes (Share 1 to 3 Strategies)</i></p>	<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p>	

<ul style="list-style-type: none"> ● Community Helpers Program and other CMHA programs to support teachers and students. ● Promote wellness and mindfulness strategies in classrooms and staff meetings. ● Establish routine Husky (community building) Wellness (individual and class) and Leadership (Leader in Me) hours into every timetable once per cycle. 	<ul style="list-style-type: none"> ● Safe & Caring: Increase in 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. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase 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. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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<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 our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being.

		<ul style="list-style-type: none"> ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● All teachers use benchmark assessments to flag and build plans for students with learning needs. ● Make Continuum of Supports visible (in every classroom) and use in all PLC/CRM meetings. ● Increased focus on our RTI instruction in the classroom based on teacher and diagnostic tools. 	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><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"> ● Program Access: Increase in 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: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase 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. Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being. ● School-based Students’ Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students’ Matters. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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Assurance Links for SUPPORT

Strategic Plan
Wellness and Well-being
Strategic Plan
Continuum of Support

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school



[Heritage Heights Makerspace and STEAM Resources Toolkit](#): Comprehensive guide to equipment and resources to support STEAM and Maker-Centred learning at HHTS.

[Creation of Teacher Assessment Toolbox](#): Comprehensive one-stop shop of all things assessment (literacy, numeracy, check-ins, formative assessments, exemplars, criteria, rubrics, Learner Profile information, MIPI, etc.) to build capacity around fair, timely, motivating assessment practices.

[Heritage Heights Professional Learning in Math](#): Designing for Balanced Instruction and Assessment in the Mathematics Classroom + Knowledgehook PD

Key insights from results analysis of the impact of Success

- Driving successful growth of our teaching team can be achieved through intentional PLC teams working towards a commonly developed planning and learning goals.
- Developing Agentic learners is enhanced through actively selecting, evaluating and sharing learning artifacts in a digital portfolio at all ages (My Blueprint).
- Design Thinking, STEAM, Maker-Centered learning and CTF career exploration are a continued focus.
- Leader in Me Habits tie to both FNMI teaching and executive functioning development.

<p>Goal 1 <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 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</p>	<p>“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging</p>	<p>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.</p>

<p>learners and active citizens that are prepared for the future.</p>	<p>new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Connect learning commons facilitator expertise to teachers through scheduled PLC year plan discussions. ● Use My Blueprint as a digital portfolio for all students and to identify career goals. ● Build capacity around maker centered learning through scheduling the Design Lab and a mobile lab cart. 		<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><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"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in 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 in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● MyBluePrint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.

	<ul style="list-style-type: none"> ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
<p style="text-align: center;">Goal 2 <i>Desired Result</i></p> <p style="text-align: center;">Advance learning for transfer</p> <p>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>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <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 and areas of need and set new learning goals.
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p>		<p style="text-align: center;">Measures and Targets</p>

<p style="text-align: center;"><i>(Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Students will apply learning to projects that reach beyond curriculum through MakerFare and STEAM Fair. ● Teachers design unit plans utilizing Learning for Transfer learning launches or UBD/UDL developed templates. Minimum 2 peer reviewed. ● Teachers use Guide to Success in PLC's to design for learning and Transfer 	<p style="text-align: center;"><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"> ● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. ● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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<p style="text-align: center;">Goal 3 <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 style="text-align: center;">Advance First Nations, Métis and Inuit student success</p> <p>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>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p>	<ul style="list-style-type: none"> ● 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.

	<p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<ul style="list-style-type: none"> ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● 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 introduced at grade 4 as a leadership tool (connected to Leader in Me). 	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><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 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. <p>Local</p> <ul style="list-style-type: none"> ● RRST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations. ● GRADE (Literacy Assessment in English): Increase in 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 in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. ● Evidence of tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success. 	

	<ul style="list-style-type: none"> ● Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“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.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. ● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ● Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p style="text-align: center;">Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Established resources and strategies (LLI, F&P, Read Write, Guided Reading, Lively Letters, Words Their Way, Knowledgehook, MIPI) are used to build capacity in our early years to achieve: 	<p style="text-align: center;">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence 	

- 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 on.

on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.

Local

- **RRST (Reading Readiness in English & French):** Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in 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 in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<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 that 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.</p> <p>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</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 and reflective practice.

	<p>learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<ul style="list-style-type: none"> ● Teachers and leaders improve their professional practice in learning for transfer. ● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Increase and promote teacher agency in the design of school based professional development days through: <ul style="list-style-type: none"> ○ 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. ● Reinforce strategic PLC planning through collaborative UBD-UJD unit design/Designing for Transfer including peer review.
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<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for SUCCESS

<p>Strategic Plan Innovation and Design</p> <p>Strategic Plan Literacy and Numeracy</p> <p>Strategic Plan First Nations, Métis and Inuit student success</p> <p>Strategic Plan Learning for Transfer</p> <p>Strategic Plan Excellence in teaching, learning and leading</p>



**To Achieve our Education Plan we focus on
Engagement, Support and Success for each learner**

<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>Our Commitments for Optimum Student Learning</p> <p><i>Optimum student learning is achieved through</i></p>	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p>
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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	
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</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>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>	
Governance				Teaching and Leading	
<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>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>	
Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1	Strategic Plan	Goal 1	Strategic Plan	Goal 1	Strategic Plan

Advance stakeholder engagement and communication	Stakeholder Engagement and Communications	Advance wellness and well-being	Wellness and Well-being	Advance innovation and design	Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future			Goal 3 Advance First Nations, Métis and Inuit student success
Governance				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
				Teaching and Leading	
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance				