Welcome to Red Deer Lake's School Education Plan (Year 3)

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

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

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

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

School Education Plan 2021-24 (Year 3)

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

2021-22 School Annual Education Results Report

School Website

School Land Acknowledgement

We 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**

We would like to take this opportunity to recognize that Red Deer Lake School and Mohkinstsis are on the traditional territories of the Peoples of the Treaty 7 region, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai Nations), the Tsuut'ina Nation, and the Good Stoney Nation (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III within the historical Northwest Métis homeland.

In the spirit of reconciliation, I would like this recognition to evoke in all of us a call-to-action of shared responsibility to the land and to our kinship relations.

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
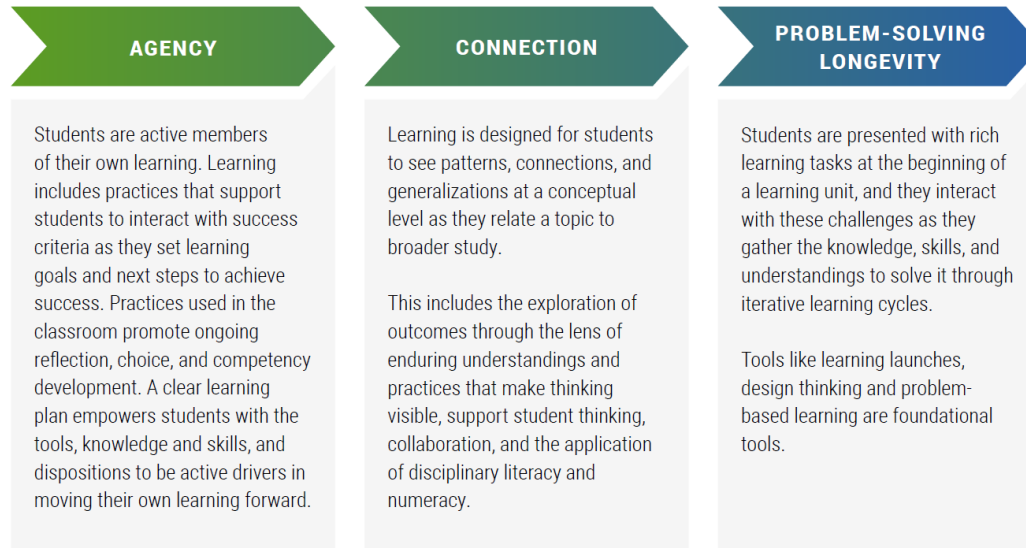
Board Policy 14: A Place for All

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.
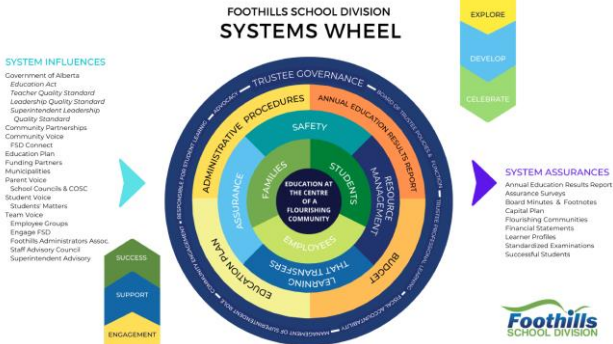
Our Story of Learning

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
Engagement, Support and Success for Each Learner.

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

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

Our Priorities
Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement	Support	Success

Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **Assurance Measure**: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **Assurance Measure**: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Red Deer Lake School

RDL is a strong and vibrant K – 9 Learning Community just 10 minutes west of Calgary city limits in the municipality of Foothills. Our student population is 450 students with a staff of 34. We strive to consistently meet and exceed provincial, system, and community expectations. In our work to support the learning of all students, we strive to be known as a school where:
● children, staff, and community feel welcome, valued, happy, and supported.
● children are encouraged to work to their potentials, experience personal success, and strive for higher achievement
● daily physical education, art, drama, and music are important complements to academic life.
● students are privileged to study a second language from grades 4-9.
● students strive for high expectations for success in learning and teaching, based upon experience, contemporary research, collaboration, and student readiness.
● learning through curricula, extracurricular activities, and interaction with the greater community is lived.
● the staff place an importance upon their own learning.
● appropriate use of technology is valued as an integral part of the 21st century learner's experience.

● students, teachers, parents, and the greater community are collaboratively involved with student learning.
● staff and students understand, care about, and act upon ethical values and virtues. A school that promotes Dragon Pride through academics, athletics, the fine arts and citizenship. (RDL – Home of the Dragons)

We value our:

K-9 Structure

Red Deer Lake School values its K-9 structure. It supports that structure by having shared expectations for all students, while recognizing individual differences, and by cultivating opportunities for whole-school activities, intergenerational interaction, and a shared social responsibility among all community members.

Assessment & Reporting

Red Deer Lake School values assessment that is on-going, constructive, and indicative to teachers and students of the next steps needed to progress learning, while informing stakeholders of student progress. We value student assessment practices that provide students with on-going formative feedback to guide learning, evaluation practices reflective of student achievement to known curricular outcomes and reporting procedures that clearly and effectively communicate all aspects of student learning.

Student Learning

Red Deer Lake School values engaged and meaningful student learning. To accomplish this vision, the staff provides meaningful, authentic, and challenging learning opportunities for all students and encourages students to collaborate and appreciate each other's work in respectful ways.

PLC's

Commitment to working in Professional Learning Communities allows staff at Red Deer Lake to collaborate to help meet all student needs and build their own capacity. To be effective, PLC members need time to develop trust, set goals, implement, and share their progress.

Teacher and Professional Conduct

Red Deer Lake School values a respectful, collegial environment for its staff. Staff work together in collaborative, empathetic and supportive ways.

Student Conduct

Red Deer Lake School values citizenship in students and staff. By setting clear expectations of student conduct and modeling Dragon Pride, RDL staff promote leadership and good citizenship among students.

RDL Celebrations and Highlights

Student-Centered and Wellbeing Approach: Priorities

- A balanced approach
- More unstructured exploration time and FLEXible learning time
- Reconnections and relationships
- More time to build relationships through multidisciplinary Jr. High Class (STEM and Humanities)
- Integration of weekly visual arts
- Increased focus on CTF, fine arts, and physical education
- Embedded PLCs focusing on student work, growth, and wellbeing
- Unification of a K-9 learning community
- Student mentorship opportunities
- Student leadership opportunities
- Embedded literacy and numeracy interventions

Communication and Celebration

- Reconnection: with colleagues, with community, with council, with students
- Voice and Choice: prioritizing and enacting student voice and feedback
- Relationships: build trust, create community
- Unification: A K-9 learning community (yearbook/scheduling)
- Rebuilding community: Inviting in to celebrate
  - BBQ, Concerts, Movie Nights, Dances, Performances, Grade 9 Commencement, School Council, Hot Lunch, literacy and numeracy volunteers, etc.
- A robust communication plan

Our Annual Education Results Report 2021-22 Key Insights

(Please see the highlighted link below)

Our Story of Engagement

Our story of engagement for each learner at our school Parent communication has been ongoing and remains one of the priority focuses of staff and administration at RDL. We understand that relationships built on trust are contingent on effective ongoing communication. See the RDL Communication Plan We actively seek parent feedback through teacher weekly email updates and frequent phone calls. The weekly parent newsletter serves to keep parents up to date with ongoing events. Teachers make frequent use of the Remind app to communicate with families. We utilize the RDL's Facebook page, Instagram, and Twitter social media accounts We are supported by the RDL school council with ongoing social media communication support through their feeds.

Our student matters team has been doing a fantastic job at engaging with the school community to build leadership capacity and support actionable items. The primary focus for the upcoming years will again be on student internal resiliency. This focus was determined by the team and their review of the RDL SOS-Q (Student Orientation to School Questionnaire) data. With restrictions lifted this year, there will be several student and family engagement opportunities sponsored by Student Matters including dances, school-day activities, and projects. The grade 6 student government has held several spirit events, including spirit days and Halloween costume contests. Christmas concerts, Remembrance Day Assemblies, band activities and engagement events such as movie nights and community BBQs are valuable examples of how the community is welcome and encouraged to be in the school

RDL Communication Plan

RDL Education Plan

FSD 2019-2020 Annual Education Results Report and FSD Financial Statements

Annual Education Results Overview and Highlights and Annual Education Results Report Summary

Engage FSD and Foothills School Division Stakeholder Engagement Plan

Vision 2034: Prepared for the Future

FSD 2020-21 School Relaunch Updates & Handbook

Trustee News & FSD: Trustee Guide to Good Governance
Community Engagement
Engagement Opportunities
Get Involved
Advocacy

Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *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
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Student Engagement:
- Via Student Voice Committee/google form surveys/admin & class visits, we will engage our students in pertinent decision making
- Monthly assemblies
- Celebration Assemblies
- Awards ceremonies
- Concerts
- Admin and LC visits with classes daily
- Buddies
- Weekly DPA classes with Jr. High classes and admin or elementary teachers
- Commencement for grade 9s committee conversations

Staff Engagement:
- One-on-one conversation with admin during daily classroom visits and follow ups via emails
- Just-in-time staff conversations
- Open door policy with admin, LC, and FSLC
- Monthly staff meetings
- Admin in PLCs (Jr High Day 2 FLEX, Elem Day 4 FLEX)
- Sharing of AERR Data and debrief
- Sharing of general SOSQ (Student Orientation to School Questionnaire) data and PAT (Provincial Achievement Testing) results

Parent Engagement:
- Continue monthly RDL Council pre-meetings
- School Council Meetings
- Parent-Teacher Interviews
- Teacher-Parent Communications
- Discussion with parent volunteers when they are in the school

- Engage and dialogue with parent and community coaches
- Continue to engage parents with/through RDL School Council

Community Engagement:
- RDL Council is incredible supportive and open to support with communication through various channels to reach as many community members as possible.
- Community newspapers are often used to share recruitment information to students in the local geographic areas of South Calgary

Communications:
- Weekly RDL newsletter
- Just-in-time email communication
- Classroom-based teacher communications
- Agendas
- Teacher Remind communications
- Admin messages on newsletters
- PTIs

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

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

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Measures and Targets

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

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

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

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

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

Strategies to Advance Continuous Improvement and Assurance

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

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

Strategy 1: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

Strategy 2: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

Strategy 3: Continue to provide timely Assurance reporting so that stakeholders can assess school and system successes.

Our Story of Support

The RDL story of support is about connection and relationships. Starting with the RDL Student Continuum of Supports, outlining how we can address the individual and collective needs of all students, as a staff we work together to foster a safe, caring, and welcoming school community where everyone belongs.

decolonization

literacies

numeracy

Comprehensive School Health

FSD Parent Learning Link - FSD Staff Learning Link - FSD Student Learning Link

Support for each learner

Staff Wellness and Student Well-being

Safe and Caring Learning Environments

Accessing my Learning and Academic Resources

Learning Opportunities

Resiliency

Community Resources
Policy 14: A Place for All
Safe Positive Schools
FSD Resilience
Inclusive Learning
Student Learning
Indigenous Learning
Student Supports
Supports for Families
Community Supports

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

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

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

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

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

Strategy 1: Work to shift from a trauma-informed nomenclature to wellbeing through the incorporation of Elder-guided traditional Indigenous knowledges. Learning in this area will be a major focus of RDL school-based professional learning opportunities.

Strategy 2: Incorporate explicit engagement strategies with families and the community to encourage ongoing communication regarding wellbeing. These include technological engagement evenings about web-based security and child safety, Elder engagement to support families and communities with a specific focus on wellbeing, etc. Also, a shift toward a more balanced approach to education for all students including Jr. High by bringing annual hours of courses back into alignment with the Provincial Guide to Education will help to support student wellbeing.

Strategy 3: Collaborate with and incorporate the expertise of our school's FSLC to find relevant outside agencies and support, as needed. Ensure that students are regularly engaged in activities to promote mental health and wellness.

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 ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress	▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

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

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

Local

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

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

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

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

Strategies to Advance a Continuum of Supports

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

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

Strategy 1: LC acts as the facilitator for intervention programming and teacher growth opportunities. Specifically, the LC works to support teacher differentiation practices to enact ILP (Inclusive Learning Plan) strategies and accommodations.

Strategy 2: Discussions at Division level PLCs regarding intervention strategies for students and when to escalate the strategies across the continuum of supports from Universal to Targeted to Specialized to Complex. When do we access outside supports?

Strategy 3: Enacting suggestions from student voice from the Student Matter's Committee, RDL Student Council, and conversations with students will be used to help guide, plan, and facilitate cocurricular and extracurricular events.

UNIVERSAL Systems and Approaches	TARGETED Classroom-Based Interventions	SPECIALIZED School-Based Interventions	COMPLEX Individualized Interventions
Supports and instructional strategies provided to all students to promote successful student outcomes (Teachers, Students, and Parents) "Good for all, essential for some"	High efficiency, collaborative, rapid response focused on a smaller target group (Teachers, Students, Parents supported by Learning Coach and Admin Team)	Intensive assessment-based responses focused on durable, sustainable, formalized procedures (Students, Parents, LC, EAs, Admin Team)	Individualized focused, consultative responses often involving outside agencies or consultants (Students and LC/Admin supported by Community Supports and FSD School Linked Team)

Phone Call Home

- Timely feedback for all assessments
- Knowledge of student needs and assessments will guide lesson design and practice
- School-wide assessments
  - RRST
  - GRADE
  - MIPI
  - SOS-Q
- Purposeful and responsive differentiation of learning
- Teacher-student conversations
- Two-way communication with parents via telephone and email
- Ongoing school communication around student learning
- File review looking for the following:
  - ILP
  - BSP
- Collaborate with Learning Coach
- Collaboration with colleagues
- Professional Learning Communities to support student social emotional and academic wellness
- Classroom mentorship for student/teacher mentorship program
- Mental Health Literacy Curriculum (discuss with Family School Liaison Counselors-FSLC)
- Use of the Positive Behaviors Support tenants
- Review behavior support plans
- Use of 7 Cognitive Strategies
- Classroom circles (Learning Coaches have resources to support)
- Formal progress monitoring
- Use of FLEX time as an academic support structure

Attendance:
- Phone call to parent
- Voice call out when students are absent
- Ensuring every student has a positive relationship with somebody in the school

Phone Call Home

- Identify student needs – learning and/or social-emotional
- Use of assistive technology
- Identify need for assessment accommodations
- Identify need for additional classroom support
- LLI and Precision Reading
- Literacy and numeracy intervention groups
- Documented dialogue with parents via telephone or face-to-face meeting
- Meetings with grade level teachers in regard to specific student or student group (formal)
- Revisit Universal Interventions with Learning Coach and/or Administrative Team
- Revisit CLEVR (if applicable) and update and/or change
- Mental Health Literacy Curriculum (discuss with Family School Liaison Counselors-FSLC)
- Consult Cumulative file (see LC)
- FLEX accountability/mandatory FLEX
- Refer students to student intervention conversations during PLC
- Make plans for RTI and LC support
- Mini conferences with students (see learning coaches for format if needed)
- Modification of the classroom environment (for example, lighting, noise level, seating, etc.)

Attendance:
- Meeting with parent/guardian
- One to one conversation with student
- Late entry plan (if a student comes late, what is the plan to catch them up?)
- Referral to School-based support team (via LC) to discuss function of behavior/Root Cause Analysis:
- Learning needs
- Is a Level B required?
- Social emotional needs
  - Informal Cumulative File Review (teacher)
  - Involve students and parents in solutions

Phone Call Home

- Formal Consultation with
  - Learning Coaches
  - Admin
  - Parents
  - Family-School Liaisons
  - Outside Agencies (short-term use)
  - Divisional Psychologist
  - Behavioral specialist
  - ESL/ ELL Lead for the division (see Learning Coaches for name)
- Level B Testing/Level C testing referrals (done through Learning Coaches)
- In-School Suspension (Administration)
- Possible recommendation for permanent or semi-permanent change in learning environment such as:
  - Learning Coach Room
  - The Hub (in-school)
  - Supervised Flex
  - Alternate Timetables (modified/blended)
- Formal File review (done by Learning Coach)
- Restorative Circles
- Possible adapted programming
- Collaboration with grade level team/teaches using a strength-based approach
- Mandatory FLEX
- Use of Mapping (person centered planning tool to map out hopes and dreams), see Director of Inclusive Learning for details

Attendance:
- pull attendance data once/month
- Calling Tree - list of contact people to call to get student to school (i.e. mom, dad, aunt...)
- School Refusal Scale for student and parent
- Attendance support plan/contract is developed or Behavior Support Plan addresses attendance behavior
- Involve students and parents in solutions

Phone Call Home

- Out-of-School Suspension
- Outside Agencies (extended use)
  - Calgary South Health Campus
  - Psycho-Educational Testing
  - Treatment Programs
  - Hospital Programs
- The Foothills Digital School
- C-STAG (Comprehensive school threat assessment guidelines)
- Speech and language
- Consultation with Director of Inclusive Learning
- Referrals to outside agencies:
- Access Mental Health
- COPE (Community Outreach of Pediatrics and Psychiatry in Education)
- Child and Family Services
- RCMP
- School linked Team
- Cameron Crossing as part of grade 9 transition
- Local Urgent Care
- Specialty Therapists (ie. Speech language. Occupational therapists)

Attendance:
- Parent and newsletter information regarding strategies: -ie Sanctions and Incentives Involve students and parents in solutions
- Family Advocate - Check and Connect Monitor (consistent staff member assigned to a family with high support needs - communicating with teachers, parents, etc... about students' progress in school, assessing level of engagement and creating a plan to strengthen engagement)
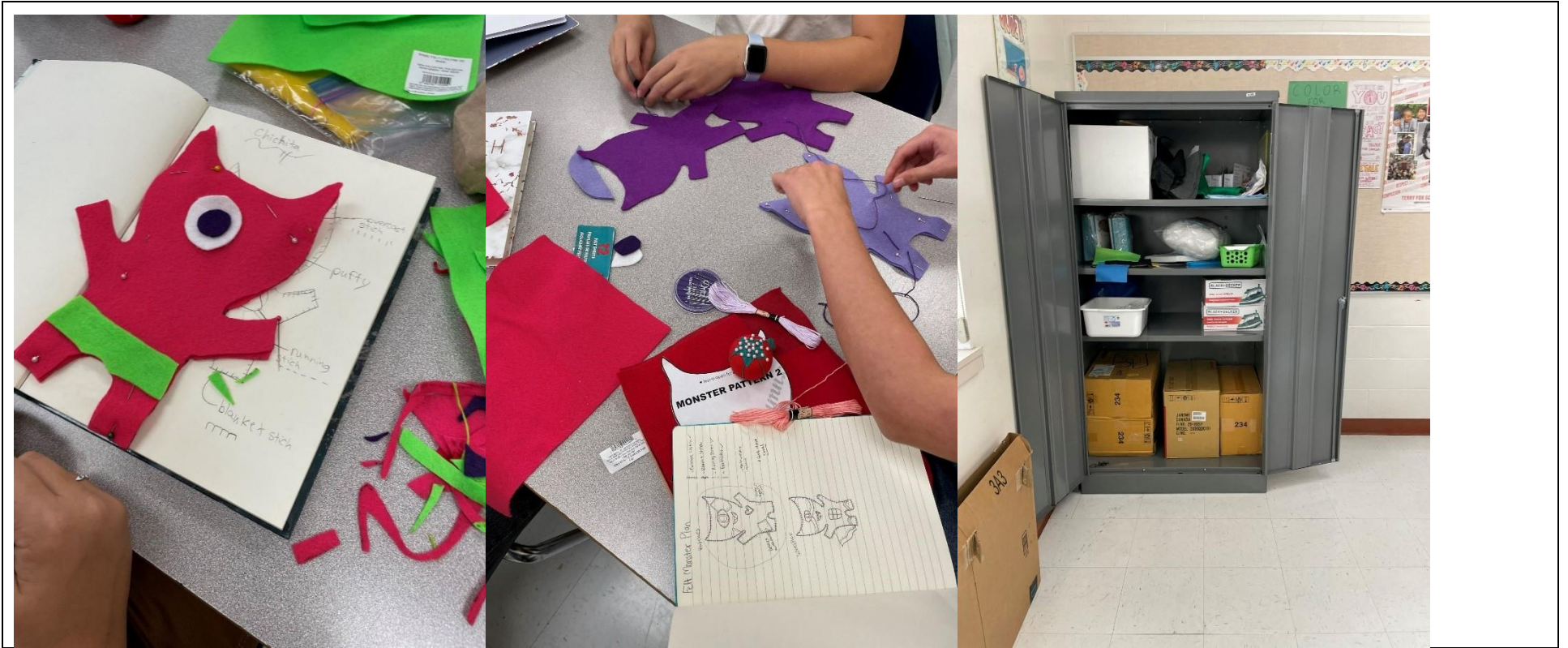- Alternative programming

Our Story of Success

Elder Guided Supports for Wholistic Wellbeing

Dragons CTF and Fine Arts
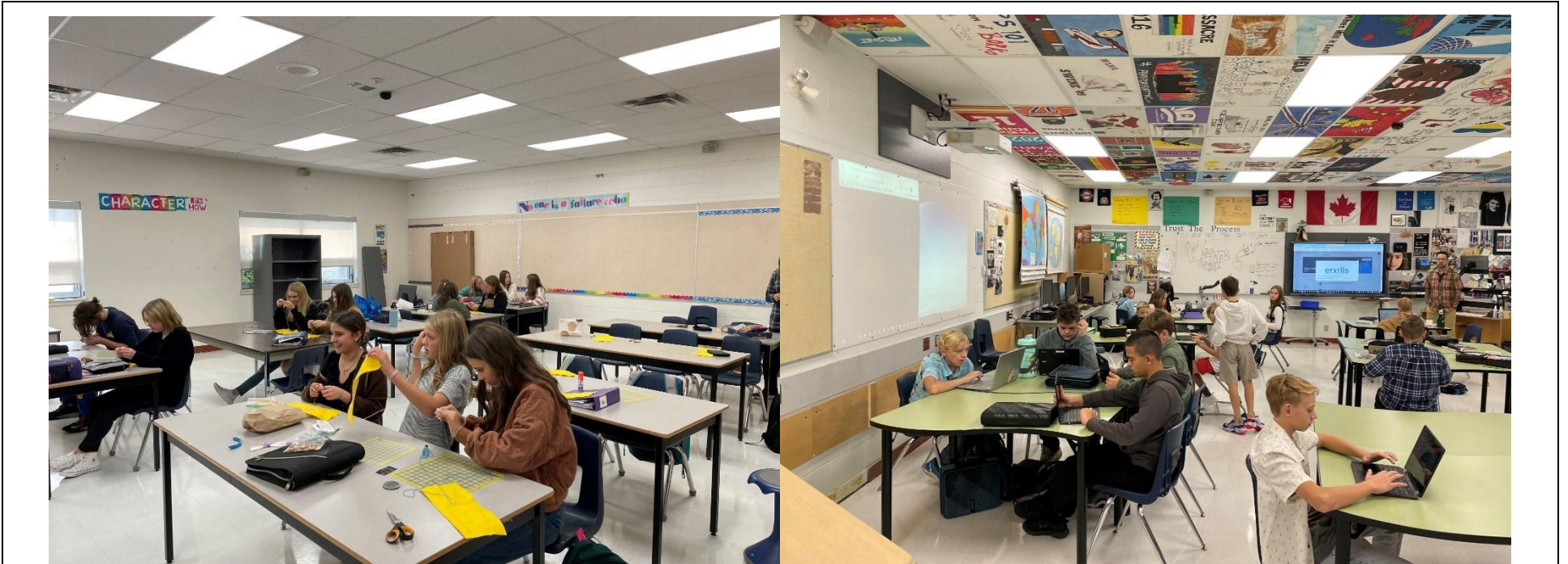
[FSD T&R Toolkit](#)

[Verna St. Denis - Decolonizing Education](#)

[The Crying Fields](#)

[Learn Alberta Walking Together](#)

[The Wayfinders](#)

[Jagged Worldviews Colliding](#)

[Story Keepers](#)

[Truth about Stories](#)

[David Roberston CBC Parents](#)

Blackfoot Crossing Historical Park

Innovation and Design/Career Futures

FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources

Professional Learning Calendar and Professional Learning Opportunities and Resources

Numeracy Excellence Commitments and Literacy Excellence Commitments

French Language Arts Excellence Commitments and French Services

FSD Staff Learning Link - FSD Parent Learning Link - FSD Student Learning Link

FSD Framework for Learning and FSD Continuity of Learning

Administrative Procedure 360 Assessment, Evaluation and Reporting and Design and Assessment Resources

Administrator Sharing Space

Resources by Grade and Resources by Subject

Literacy and Numeracy and Early Learning Resources

Dragon News
Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success
Indigenous Learning
Principles of Practice for French Immersion
Principles of Practice for Literacy
Principles of Practice for Numeracy and Mathematics

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	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-

exploration that develops life-long learners and active citizens that are prepared for the future.		world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

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Measures and Targets

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

Provincial

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

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

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

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

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

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

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

Local

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

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

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

Strategies to Advance Innovation and Design

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

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

Strategy 1: Increase the school's focus on a more balanced approach to curriculum

Strategy 2: Utilize student feedback to plan and design CTF courses while bring the annual hours for CTF, Fine Arts, and other Complementary course in line with Alberta Education's Guide to Education

Strategy 3: Embed CTF and an innovation and design focus within planning and preparation of DIV I, II, and III classes

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 ▪ 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 ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

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

Provincial

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

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

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

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

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

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

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

Local

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

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

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

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

Strategy 1: Work collaboratively as a school community with outside professional learning support focused on designing tasks that support learning that transfers

Strategy 2: Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

Strategy 3: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *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 ▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students

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

▪ **Learning Outcomes (PAT & Diploma):**
  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.

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: Staff unpacking of ILPs to better understand student specific needs and accommodations

Strategy 2: Use embedded time with the Learning Coach to support staff with differentiation of planning, preparation, and implementation of lessons

Strategy 3: Embedded Literacy and Numeracy intervention grouping based and diagnostic assessment. We are utilizing the numeracy grant from last year to provide time and resources for teacher collaborative professional learning.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*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	▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders,	▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences

programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions ▪ 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.

Strategies to Advance First Nations, Métis, and Inuit student success
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Explicitly focus on TQS competency 5 in site-based professional learning

Strategy 2: Build relationships with local Elders and Knowledge Keepers
Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

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

Goal 5	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*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 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 collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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.

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: Explicitly sharing, discussing, and restating the RDL mission and vision. Reiterating how this applies to RDL's specific context and aligns with that of FSD.

Strategy 2: Strategically embedding PLC time within the timetable so that teachers can have the time needed to work together to focus on student learning and wellbeing.

Strategy 3: Complete the RDL Student Continuum of Supports. This will be completed collaboratively and and will be implemented as the core of all intervention and the utilized as the main guiding points for conversations regarding students in PLC work.

Foothills
SCHOOL DIVISION

Foothillsschooldivision.ca