

# A VISION THAT TRANSFERS

Read the FSD 2021-2024 Year 3 Education Plan here

## SUCCESS

Innovation and Design  
Learning for Transfer  
Literacy and Numeracy  
First Nations, Métis & Inuit  
Student Success  
Advance Excellence in  
teaching, learning & leading

## ENGAGEMENT

Stakeholder Engagement  
& Communications

Continuous Improvement  
& Assurance

EDUCATION AT THE  
CENTRE  
OF A  
FLOURISHING  
COMMUNITY

## SUPPORT

Wellness & Well-Being  
Continuum of Supports

## ENGAGEMENT

### OUR SCHOOL'S ENGAGEMENT STRATEGY

#### Strategy(ies)

##### Student Engagement:

- Via Student Voice Committee/google form surveys/admin & class visits, we will engage our students in pertinent decision making.
- Monthly, celebration, and awards ceremonies.
- Concerts
- Admin and LC visits with classes daily
- Buddies
- 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
- Monthly staff meetings
- Sharing of data and results.

##### Parent Engagement:

- Monthly RDL Council pre-meetings
- School Council Meetings
- Parent-Teacher Interviews
- Teacher-Parent Communications
- Engage and dialogue with parent and community coaches
- Continue to engage parents with RDL School Council

## SUPPORT

### OUR SCHOOL'S SUPPORT STRATEGY

#### Strategy(ies)

- Work to shift from a trauma-informed nomenclature to wellbeing through the incorporation of Elder-guided traditional Indigenous knowledges.
- Incorporate explicit engagement strategies with families and the community to encourage ongoing communication regarding wellbeing.
- Collaborate with and incorporate the expertise of our school's FSLC to find relevant outside agencies and support, as needed.
- 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.

## SUCCESS

### OUR SCHOOL'S SUCCESS STRATEGY

#### Strategy(ies)

- Increase the school's focus on a more balanced approach to curriculum.
- Utilize student feedback to plan and design CTF courses while bringing the annual hours for CTF, Fine Arts, and other Complementary course in line with Alberta Education's Guide to Education
- Embed CTF and an innovation and design focus within planning and preparation of DIV I, II, and III classes.
- Work collaboratively as a school community with outside professional learning support.
- 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.
- Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.
- Staff unpacking of ILPs to better understand student specific needs and accommodations.
- Use embedded time with the Learning Coach to support staff with differentiation of planning, preparation, and implementation of lessons.
- Embedded Literacy and Numeracy intervention grouping based and diagnostic assessment.
- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education
- Complete the RDL Student Continuum of Supports. This will be completed collaboratively points for conversations regarding students in PLC work.
- 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.

# TRANSFORMING OUR VISION

[Learn more about how we are living the Education Plan here](#)

