



2024 – 2029 EDUCATION PLAN

YEAR 2

**École Senator Riley
Middle School**

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WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

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

Our 2023-24 School Annual Education Results Report

In the spirit of reconciliation, we want to acknowledge High River and area as a traditional 'gathering place, travel route, and meeting grounds' for the territories of the: Îyârhe Nakoda First Nations comprised of the Chinikay, Bearspaw, Goodstoney nations, the Tsuut'ina nation, the Siksikaitsitapi comprised of the Amskapi Piikani, Siksika, Kainai, Piikani nations, and the Métis People.

Spanning generations, acknowledgement of the land is a traditional custom of Indigenous peoples and an important part of reconciliation.

It gives voice to the authentic history of the land and its original peoples.

Honouring the land in this way acknowledges the story of the creation of this country in a way that has historically been suppressed.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

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

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

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

OUR DIVISION

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

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

ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
<ul style="list-style-type: none">• Alberta’s students are successful• First Nations, Métis, and Inuit students in Alberta are successful	<ul style="list-style-type: none">• Learning that transfers• Numeracy and literacy• Wellness and wellbeing• Continuum of supports• First Nations, Métis, and Inuit student success	<ul style="list-style-type: none">• Student growth & achievement• Learning support• Student growth & achievement• Learning support

- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- Alberta's K-12 education system and workforce are well-managed

- Innovation and design
- Learning that transfers
- Excellence in teaching, learning, and leading
- Stakeholder engagement and communications
- Continuous improvement and assurance

- Student growth & achievement
- Teaching and leading
- Local and societal context
- Local and societal context
- Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the *Education Act*.

OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT

Local and Societal Context

Goal:

Advance Stakeholder Engagement and Communications

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

Governance

SUPPORT

Learning Supports

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.

SUCCESS

Student Growth and Achievement

Goals:

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

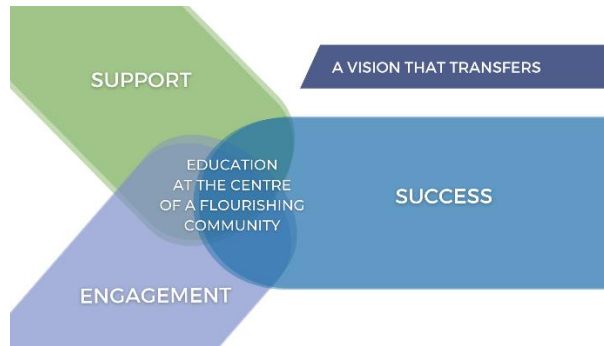
Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

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, generative community engagement, transparency, and accountability.



Goal:

Advance Excellence in teaching, learning and leading.

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



OUR SCHOOL

École Senator Riley Middle School is a grade 6 – 8 dual track school that includes an amazing French Immersion program. ÉSRMS is located in the Town of High River Alberta. Our school community serves approximately 350 students who live in High River and the surrounding area. We provide high quality learning experiences for students through a broad range of educational opportunities including the French Immersion Program, the Arts, CTF courses, outdoor learning experiences and athletics. We are a wonderful supportive environment where students feel welcomed and encouraged to set goals and do their best.

[École Senator Riley School Key Insights from 2024 AERR.pdf](#)

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance stakeholder engagement and communications by:

- Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.
 - Regularly update social media to communicate student learning
 - Continue utilizing a weekly newsletter to inform partners on school events
 - [Weekly principal message](#)
 - [Utilize outdoor digital sign](#)
 - [Host parent information evenings](#)
- Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decision making
 - Grow and engage school council to inform educational decisions
 - [Require parents to be part of support and restorative practices](#)
- Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community
 - Implemented Colt Tickets to highlight positive things happening in our school
 - Student/Athlete of the month awards
 - [Awards and concert celebrations](#)
 - [Host evening presentations and invite guest speakers in to present to families](#)

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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



- Ensure staff are led through critically analyzing data gathered through the AEAM
- Use our FSD Assurance Survey results to help drive our planning
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Invite parents to engage with our data to provide feedback and contribute ideas
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Ensure that our community understands our data gathering process, and the way our education plan is driven by the need of our school community and Foothills School Division.

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance wellness and well-being by:

- Continue to promote healthy school cultures through student well-being using the lens of Belonging, Independence, Mastery and Generosity
 - Student Matters
 - Student Council
 - School events such as band concerts, boat building, and clubs where students make connections and grow a sense of belonging.
 - proactively use restorative circles in classrooms.
- Continue to promote healthy school cultures through staff wellness using the lens of Belonging, Independence, Mastery and Generosity
 - Begin all staff meetings by creating conversations around the ideas of Belonging, Independence, Mastery and Generosity
 - Staff events to promote connection, collaboration and strengthen relationships/community
 - Use circles to begin our staff meetings

Advance a continuum of supports by:

- Utilizing staff to be safe points of contact for students
- Implement the 2X10 Relationship Building strategy
- Identifying students who are at risk/don't have a strong adult connection in our building and work towards making sure they have a safe connect in our community
- Using data from surveys to inform us of areas of need moving forward

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

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



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOALS

Advance innovation and design by:

- Advance systemic staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career
 - Colt Friday afternoons have allowed staff to offer options that allow students to try things that are applicable to various careers and deeply rich learning
 - Clearly outline how Colt Fridays connect to the CTF curriculum and the Circle of Courage Framework
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps.
 - Bringing in outside experts to help with our Friday Colt options, as well as our intervention time has provided students with insight into various possible careers and providing them with some ideas as to what skills they would need
 - Continue off-campus Band trips to feeder schools
 - Work with our Student Council to create a career day where we bring in speakers.
 - Initiate planning for a Wellness Conference that focuses on student futures and possibilities

Advance learning that transfers by:

- Advance system wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner
 - Refocus on the 3 Principles of Deep and Transferable learning specifically problematizing the curriculum
 - Deep, rich learning provided during options, Colt Interventions, and regular classes allow for transferable learning in many contexts
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning
 - Staff meet monthly in PLCs to discuss best practices and students who require additional support, and create common assessments

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

- Focus on the new curriculum and work in teams to support each other in understanding and planning with a focus on the 3 principles

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Advance system-wide use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement
 - Staff meet frequently to discuss students and teaching practices to ensure that needs are being met for all students
 - Utilizing thinking classroom strategies to improve student understanding, especially regarding numeracy
 - Adapt the school timetable to create space for intensive short bursts of intervention for identified students
- Advance the development and application of English and French literacy and numeracy resources and programming to support student growth and achievement
 - PLC time monthly and during Colt Friday options allow teachers to collaborate and create meaningful assessments/rubrics, etc.
 - Using divisional resources to help improve understanding of literacy and where we need to go next
 - Enriching field trips for our FI classes that focus on improving conversation
 - PLC time to look at literacy progression across the middle school grades
 - Learning Commons Facilitator will focus on literacy initiatives such as bringing in Authors and running reading challenges

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Outdoor classroom and garden have allowed students to work towards learning on and from the land
 - Invite an Elder in to present to students
 - Ensure that a Wellness or Career Day involves the opportunity for students to attend Indigenous workshops and presentations
 - Offer an evening Blanket Ceremony for our families
 - Ensure teachers and support staff are using the Circle of Courage Framework in classrooms
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Working with families/guardians to best support our Indigenous students through meetings etc.
 - Connect our Indigenous students with Elders that work with Foothills School Division
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Ensure all teachers understand the Commission's Recommendations and Calls to Action
 - Ensure that the spoken and unspoken classroom curricula is culturally inclusive of Indigenous ways of being and knowing

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning
 - Continue to focus on becoming a trauma informed school
 - Bring in NME education for teachers
 - Become educated on and use the Circle of Courage Framework
 - Focus on providing staff professional development opportunities through CRC and the school division to continue to implement new curriculum
- Create inclusive learning environments where high quality teaching, learning, and leading occur
 - Use time designed in the timetable to reach students who are struggling and identified as needing intensive literacy and numeracy assistance
 - Use the framework of the Circle of Courage and look at *Independence* as a way to encourage student agency, and *Mastery* as a way for students to set goals and be achieving to the best of their abilities

VIEW OUTCOMES AND INDICATORS

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD 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. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

