

Welcome to Oilfields School Education Plan

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

THE FUTURE IS NOT SOMETHING WE ENTER.

THE FUTURE IS SOMETHING WE CREATE.

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



**A COMMUNITY
OF LEARNERS
EMPOWERED
FOR LIFE**

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Oilfields 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

Oilfields Land Acknowledgement

We all live, work, and play on these traditional territories. In the spirit of respect, reciprocity, and truth, we all must honour and acknowledge these traditional territories, and the oral practices of: the Stoney Nakoda People (including the Chiniki, Bearspaw, and Wesley Bands); the Blackfoot Confederacy (including the Siksika, Kainai, and Piikani Nations); as well as the Tsuut'ina First nation. This territory is also home to members of the Métis Nation of Alberta Region 3 within the historical Northwest Métis homeland. Finally, we acknowledge all Nations – Indigenous and non-Indigenous - who call this place their home. This sacred gathering place provides us ALL with an opportunity to engage in, and demonstrate, leadership on reconciliation.

[Truth and Reconciliation for Learner Success in Foothills School Division](#)

Vision

Engagement, Support and Success for each learner

Mission

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

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

Commitments

- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
 - Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging

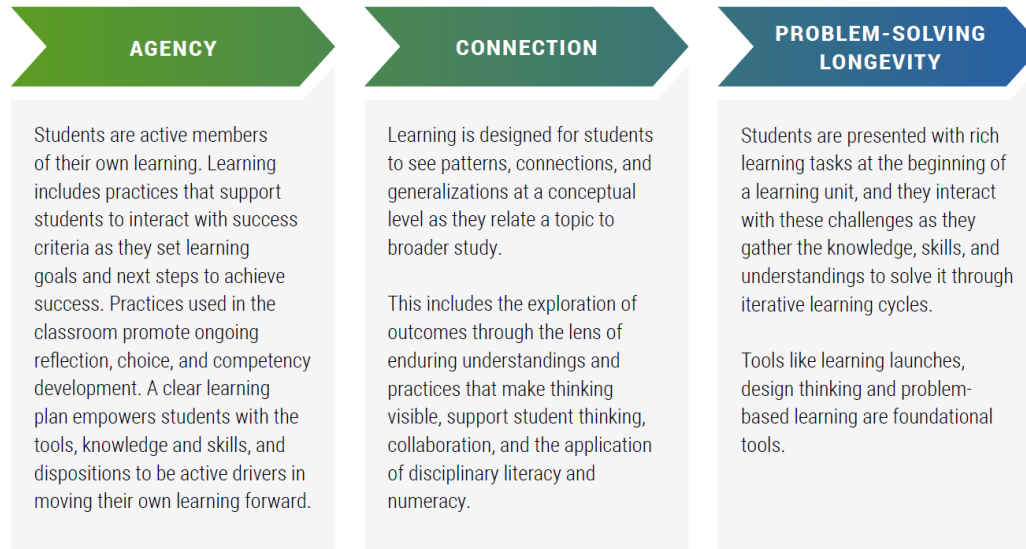
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Accountability and Assurance

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

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ 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 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement

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

Our School

Oilfields School is located within the community of Diamond Valley in the foothills Southwest of Calgary. Our students attend from the communities of Eden Valley, Black Diamond, Longview, Turner Valley, Millarville and the County of Foothills. We have a student population of 400 students and 41 staff. Approximately 75 % of our student population is bussed in from the surrounding communities.

As a Junior / Senior High School, our programming and instruction is focused on designing learning for deep understanding that leads to transfer of concepts while exploring career opportunities through innovation and design. Our staff believes that deep transferable learning happens when students form conceptual understandings, are agents of their own learning, and are allowed to live with complex problems over time. These principles are at the heart of planning, instruction and assessment found within all programming at Oilfields School. When learning expectations are clear, visible, and connected to rich learning tasks that interact with complex, real-world challenges, students will see the importance and relevance of school while feeling more engaged and connected to a sense of purpose in their learning and career focused journey.

There are many opportunities for students to connect, explore and develop career interests at Oilfields School. Through Innovation and Design, students can explore possible occupations in Human Services, Resources, Technology, Business, and Communication. Within these five occupational areas, students focus on building the attitudes, skills, and knowledge related to specific work areas and interests. Our complementary

courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletic Programming, Languages, Off Campus Learning, Clubs, and other activities.

Our Celebrations and Highlights

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| <ul style="list-style-type: none">• Continued work and learning to acquire a fully functioning vertical garden container.• Advanced learning, practice and commitment with designing for conceptual understanding that transfers.• Completed garden design for agricultural courses to provide learning that transfers.• Returned to Christmas Market to showcase student learning from CTF and CTS courses.• Increased number of student volunteers with setting up community rink and supporting community events (Light Up Black Diamond).• Completion of OHS Cultural Space where all students can feel connected to each other based on Indigenous ways of knowing.• Creation of Junior High Team to support student success in all areas.• Lead staff member training responsible for certification of First Aid. | <ul style="list-style-type: none">• Student Matters committee had over 40 students involved with supporting school growth by building relationships.• Student led programs and camps designed to build connections.• Host of girls 2A Provincial Basketball Championship.• 80 + students participate in the organization and support of Diamond Valley Days.• Completion of school and community murals to build student connection.• Ongoing support for all students experiencing challenges from the pandemic.• Schoolwide work with Director of Staff Learning and Dr. Garfield Gini-Newman to advance learning for transfer (presented at OHS and worked with individual / teams of staff).• School-wide growth using My Blueprint for career planning.• Reestablish outdoor sports, and off-campus programs with lifting of restrictions.• Update schoolwide matrix for student expectations and staff support while building capacity for application of the continuum of supports. |
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Our Annual Education Results Report 2021-22 Key Insights

Data points from the provincial, divisional, community and school level were analyzed to inform the design of our strategies and areas of focus moving forward. In collaboration with these stakeholders, we broke these strategies down into Engagement, Support and Success. Each stakeholder group (students, school staff, parents, divisional staff and community) were also collaborators and had direct input on the development of these strategies. The strategies are also aligned with the associated competencies connected to the [Teacher Quality Standard \(TQS\)](#) to be applied to support optimum student learning.

Key Insights for Engagement

Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance

Areas of Strength

- Student involvement with extracurricular programming for voice in Student Matters, Sustainability, Student Council, Open Door Policy, and Student Lead opportunities that will influence our school.
- The community is engaged in our school projects for gardens, potential C-Can Garden donation, Winter Market, Coaching, Town Council Support, Volunteers, Community Leaders, and other opportunities.
- We have seen growth in parent involvement from last year to this year. Stakeholders have opportunities to be involved in the decision making about their child's education through the continuum of supports.
- School Council and our school staff are working to create the Drillers Fundraising Society to support programming for all students.
- There has been growth in staff engagement based on the input from the Professional Learning Survey.
- Regular and consistent communication with parents / guardians celebrating their child's successes and accomplishments.

Areas for Growth

- Maintain consistent communication and problem solving with stakeholders as part of the Continuum of Supports to support all students.
- Increase communication to celebrate and share structures that support students and community.
- Supporting student leadership without overwhelming and burning them out. Support ideas to action.
- Engage families in a collaborative problem-solving approach to identify challenges and make decisions that benefit all students.
- Increase community communication to celebrate current work and build connections for future partnerships and opportunities.

Next Steps

- Structure staff Professional Learning Team (PLT) time partially embedded within the day with lead teachers to advance Design for Transfer, Engagement and the Continuum of Supports.
- Integrate shared leadership for creating direction and making future decisions.
- Establish regular and consistent communication practices for sharing learning opportunities at OHS throughout the school and community.

<ul style="list-style-type: none"> • Building connections with the community to support school-based programming (Agriculture, Industrial Education, Marketing, Sports Programming, Work Experience, Green Certificate, etc.). 	<ul style="list-style-type: none"> • Clear and consistent communication regarding structures and supports for student success that involves educational stakeholders through the Continuum of Supports. • Provide more opportunities for student voice that impacts decision making at OHS. • Continue to provide positive communication home and problem solving with students and families as part of our Continuum of Supports. • Increase communication to celebrate and share structures to support students and community. • Establish regular and consistent communication practices for sharing learning opportunities at OHS throughout the school and community. • Engage families in a collaborative problem-solving approach to identify challenges and make decisions that benefit all students.
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Key Insights for Support

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

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Creation of a clear code of conduct for students and staff that included input from multiple stakeholders • Application of our co-created Code of Conduct and Continuum of Supports across the school. • Relationship building focus through a trauma informed lens as part of our Continuum of Supports. • Defining, cocreating and building capacity for universal supports and actions through our continuum of supports. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Improvement in community results for supporting students at risk, Continuum of Supports, safe and caring schools, and programming access. • Continue to build and advance our Continuum of Supports. • Continue to communicate Continuum of Supports with all stakeholders. • Continue to advance learning for transfer and innovation and design to connect to real world challenges and relevance. • Redesign support block for Junior High students.
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<ul style="list-style-type: none"> • Advancing structure to support the learning and academic gaps for learning. • Rebuilding CRT with staff input to advance student supports. • Continued progress for designing and assessing meaningful and relevant learning for transfer. 	<ul style="list-style-type: none"> • Build a strong junior high team focused on providing supports to close the academic gaps.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Communicate and apply Continuum of Supports with all stakeholders. • Continue designing and assessing learning for transfer. • Continue to build a safe and caring school through a Trauma informed lens (Care for visitors, parents and students) • Work collaboratively with community services and members to develop a safe, caring and welcoming community. • Consistent application of restorative practice as part of the Continuum of Supports that engages students to solve problems.

Key Insights for Success

Advance Innovation and Design

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Increase in communication home celebrating student success • Increase in safe, caring, and welcoming data from FSD Assurance survey • Strong access to supports and services at the Senior High level • Continuum of Supports provides the structures and services necessary to support all students • Integration of My Blueprint and Career / Academic Counselling for all students • Collaborative Support Team work to support students 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Increase communication and access to supports and services at the Junior High level • Improved application of Continuum of Supports for all students • Systemic social development school wide to support growth in key areas found within SOS-Q (Resilience, Utility of School, Confidence, Etc.) • Relationship building and positive reinforcement • Low perception of respect, care, and students following the rules • Lack of stakeholder awareness of supports and services for programming and academic excellence
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Deep understanding of the Continuum of Supports and apply school wide • Create consistent structures and expectations for student support • Create extra-curricular opportunities beyond athletics • Shared problem solving and decision making for SOS-Q indicators • Focus on relationship building and positive reinforcement of students • Clear communication of structures and processes for supporting students to families at all grade levels • Continue My Blueprint and Innovation and Design learning for student relevance

Advance Learning that Transfers

<p style="text-align: center;">Areas of Strength</p>	<p style="text-align: center;">Areas for Growth</p>
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<ul style="list-style-type: none"> • Embedding My Blueprint learning with staff and students targeting the Junior High • Ongoing support and partnership with learning services to guide Innovation and Design, as well as learning for deep understanding and transfer • Systemic growth in design for transfer process • CTF/CTS collaboration and support with Lori Isberg • Sharing examples of design work and student learning at school council, PD and Division PD <p><i>Continued focus on conceptual understanding through teaching for deep understanding for transfer that applies the three principles: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?</i></p> <ul style="list-style-type: none"> • <i>Students form conceptual understandings that Transfers</i> • <i>Student are agents of their own learning</i> • <i>Students live with complex problems over time</i> 	<ul style="list-style-type: none"> • Build strong staff and student foundation in Junior High to support academic future • Ensure systemic growth with design for transfer <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue design work across all subject areas and levels • Develop professional learning team structure and professional learning team leads to continue advancing learning for transfer • Assess impact on students through professional learning team Structure • Continue work in Innovation and Design by building each year through My Blueprint • Continue collaboration of CTF/CTS staff and build connection to core subjects • Use PD time to share and celebrate progress
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Embedded literacy strategies as part of planning for leaning that transfers to real world problems • Embedded professional learning team time to target literacy and numeracy • Successful application of numeracy grant and purchase of instructional research • Collaborative work on reading and writing expectations and implementation 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Ensure systemic and school wide design and application of literacy and numeracy strategies • Consistent and motivated staffing to create consistency and ongoing, long-term growth <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue to advocate for staffing needs to create a Junior High Team • Continue to support staff design work and embedded literacy / numeracy

- Continue to establish professional learning team time to address targets

Advance First Nations, Métis, and Inuit student success

Areas of Strength

- Completed cultural space using CPIP grant and support of Charity Tegler
- Educational Assistant to support First Nations, Metis, and Inuit student learning
- Structures and supports to guide and assist students for graduation
- Staff designing learning that is relevant to all students
- Caring and dedicated staff providing targeted supports to students

Areas for Growth

- Re-establish community connections with Eden Valley
- Advance supports and services for Metis Students
- Develop strategies to promote attendance

Next Steps

- Continue supporting First Nations, Metis and Inuit students using flexible programming
- Continue to consult community's services
- Continue to design for transfer
- Continue to work at building community connections and partnerships

Advance Teaching, Learning and Leading

Areas of Strength

- Staff have been committed to learning about designing for transfer
- Committed application of learning to practice
- Working collaboratively with Director of Learning Services to advance individual and community practice
- Multiple staff serve as lead teachers to advance learning in literacy, numeracy, inclusive learning and Indigenous Learning
- Application of assessment practices to promote deep understanding and transfer

Areas for Growth

- Share evidence of practice.
- Evidence of principles and practice in action made visible across the school.
- Increase collective efficacy and belief in colleagues.

Next Steps

- Continued focus on design for deep understanding and transfer
- Continue to work with learning services to support implementation of the design process
- Make the process and progress of learning visible so that staff can learn from each other's strengths
- Share and celebrate the process of designing for learning for transfer

Our Story of Engagement

At OHS

Stakeholder engagement is an important part of the assurance model. Approximately 80 students planned and took part in Diamond Valley days as leaders and volunteers. The opportunities for students to belong and have voice are endless.

Community stakeholders and OHS continue their partnership with the community. This partnership involves supporting programming beyond the walls of the school as students and staff work collaboratively on numerous projects that include the garden, athletics, Vertical Farming Initiative, and community agencies. Through this collaboration, our students sit on committees, plan events and organize projects in which they can transfer their knowledge, skills and attitudes in a supportive and enriching environment. The opportunities for our students continue to grow with more students taking the lead to support our community.

The lines of communication continue to be open at OHS. Parents, community members and students reach out regularly to staff for support and provide feedback. Our staff continue to work on building meaningful relationships through the advancement of our Continuum of Supports by celebrating student success or reaching out to solve problems and make decisions in the best interest of students and their future.

[Community Engagement](#)
[Engagement Opportunities](#)
[Get Involved](#)
[Advocacy](#)
[Foothills Flourishing Community Award](#)
[FSD News](#)

FSD Footnotes
School Council Presentations

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications: 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.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans ▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

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

Strategies to Advance Stakeholder Engagement

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: Student Engagement

- Celebrate and reinforce positive student actions as part of our Continuum of Supports.
- Provide meaningful opportunities for student voice and input into the direction of learning and school goal plans.
- Continue student surveys and action plans for support.
- Student involvement with Student Matters committee.

Strategy 2: Staff Engagement

- Engage staff in meaningful conversations and decision-making structures to advance our goals and strategies.
- Continue Lead Team learning to advance school goals.
- Continue Embedded PLT Structure to advance our goals and support student and teaching excellence.

Strategy 3: Parent Engagement

- Engage in meaningful parental involvement through our Continuum of Supports to support student success (conversations, emails, etc.).
- Build relationships with parents through celebrations and reinforcement of positive student behavior.
- Continue parent surveys throughout the school year.
- Using school council to support decision making.

Strategy 4: Community Engagement

- Continue community connection to school through operation prevention, Vertical Farm Initiative, and other programming.
- Build connections to community chamber of commerce for future partnerships that are mutual and meaningful (work experience, volunteers, RAP, Green Certificate, Etc.)
- Host school and community events.

Strategy 5: Communications

- Develop consistent and timely routines for making our Ed Plan visible.
- Celebrate our students, staff and community learning and growth.
- Communication extending to feeder schools, future families, and broader community.
- Daily use of Twitter, Snapchat and weekly emails to celebrate the school

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ 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

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the

School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance 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:

- Engage in meaningful and relevant collaboration and decision-making process with all stakeholders.
- Use our Continuum of Supports to ensure student and teaching excellence.
- Clear and consistent planning that outlines and supports attainment of our goals and strategies.
- Regularly embedded and structured PLT time that advances our goals and strategies.
- Clear process for supporting and collaborating with students to ensure success through tailored programming and supports.

Our Story of Support

As a staff, our focus has been to build common language on respect, responsibility, citizenship and well-being through clear expectations identified in our Continuum of Supports. These keywords are expected to be demonstrated by students and staff using a school wide approach to ensuring positive behavior and support for all students. Over the course of the year, we have worked with staff and monitored the implementation of these supports to ensure a positive school culture. We have received positive and ongoing feedback from guest teachers, students, parents and community members because of the work our team has committed too. As we evolve, our support system grows and becomes more consistent with dedicated staff committed to support students and staff with their programming and career future. Our team and structures will continue to evolve over time with more consistent application to support students through an early intervention process.

The students at OHS have many opportunities in which to belong as we have seen growth in the number of volunteers who commit to supporting our community and school wide events. Whether it is existing opportunities or the desire to establish new ones, our staff are prepared to support students' desire to find ways to connect to their passions / interests and belong to something that will positively impact the school culture. With the support of our community, the opportunities are endless with a bright and positive future moving forward.

Reflection is the better part of a champion. Students will be supported with setting goals and thinking about their future in a positive way through the many opportunities that are offered at OHS. Our team structures continue to evolve, but the foundation is there to support a remarkably successful year. Evidence of student learning will be an important part to building confidence and self-worth as they look back at their learning journey.

Policy 14: A Place for All

Safe Positive Schools

FSD Resilience

Inclusive Learning

Student Learning

Indigenous Learning

Student Supports

Supports for Families

Community Supports

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports 	<ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ 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
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<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ 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. <p>Local</p> <ul style="list-style-type: none"> ▪ SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. ▪ Access to Supports through a Continuum of Supports: Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff). ▪ Staff Advisory (Guarding Minds Survey) and Students' Matters input and feedback. ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth & achievement. 	
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<p>Strategies to Advance Wellness and Well-being</p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>*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)</p>	
<p>Strategy One: Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.</p> <ol style="list-style-type: none"> a. Meaningful relationship building between stakeholders to improve collaboration and school culture at the Universal Level. b. Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level. c. Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level. 	

- d. Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- e. Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
- f. Continue to advance CTF/CTS programming and connections tailored to student needs.
- g. Advancing academic support for all students (close the gap / extend understanding).

Strategy two: Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.

- h. Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
- i. Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.
- j. Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
- k. Supporting student connections with staff and target students who lack a ‘go to person’.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a 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 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments 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 One: Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.

- l. Meaningful relationship building between stakeholders to improve collaboration and school culture at the Universal Level.
- m. Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.
- n. Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
- o. Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- p. Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
- q. Continue to advance CTF/CTS programming and connections tailored to student needs.
- r. Advancing academic support for all students (close the gap / extend understanding).

Strategy Two: Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.

- s. Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
- t. Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.
- u. Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
- v. Supporting student connections with staff and target students who lack a 'go to person'.

Our Story of Success

At OHS

Despite the restrictions of the pandemic, we have continued to advance learning for Transfer at Oilfields School to support teaching, leading and student success.

Last year, we saw the completion of our Cultural Space for all students to access based on the teachings of the Circle of Courage (Belonging, Independence, Generosity, Mastery). As a result, we have also seen an increase in the number of students who have taken our Aboriginal Studies and Circle of Courage Courses. Our Mural in the front foyer is meant to be a symbol of the connection we all share with each other and the environment. That everyone belongs at OHS.

Our team worked to design and assess learning for understanding that leads to transfer. This work included the support of Dr. Garfield Gini-Newman and Cynthia Glaicar (Director of Staff Learning) who worked with individual and teams of teachers. Our team continues to work together while applying the principles of Literacy and Numeracy to support deep learning. This also included advancing Innovation and Design through critical challenges while considering potential careers that are connected to the learning. Our team had a school wide approach to applying My Blueprint across our Junior High Students.

[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 <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance innovation and design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	<ul style="list-style-type: none">▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Innovation and Design

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

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Continue building school-wide capacity of staff for continued implementation of the *Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies within Foothills School Division* as a strategy for engagement and exposing students to a greater breadth of possible careers.

Strategy 2: Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience with programming that supports career-based education.

Strategy 3: 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.

Strategy 4: Celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.

Strategy 5: Advance the use of myBlueprint as an ePortfolio, career exploration tool, and a component of a System of Reporting.

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, 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: Continue to advance intentional planning using design for understanding of how the practices within the 3 Principles of Deep and Transferable Learning *FSD Teacher Guide to Success* provide meaningful, intellectually engaging, learning experiences for each learner.

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: Continue to advance student success using intentionally embedded foundational practices and principles for assessing, grading, evaluating, and reporting.

Strategy 4: Continue to advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.

Strategy 5: Continue embedded PLT structures to advance school-based goals and strategies that align common understandings and mastery while making these practices and celebrations visible to all stakeholders.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>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</p>	<ul style="list-style-type: none"> ▪ 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 <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ 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.
- 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: Advance the use and consistent application of all classroom and local assessment measures (grade level assessments and numeracy) to inform teacher practice and support student growth and achievement.

Strategy 2: Advance school-wide use of high-yield principles and practices for literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

Strategy 3: Advance the development and application of Literacy and Numeracy priority documents that identify essential understandings, high-yield

strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.

Strategy 4: Advance the ease of access and use of the Foothills School Division’s Staff Learning Link, Supports for Students Link, and Supports for Families [Link](#) to build capacity that will benefit all stakeholders and increase student growth and achievement.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance First Nations, Métis, and Inuit student success: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, 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 	<ul style="list-style-type: none"> ▪ 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
<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ▪ Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase/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. ▪ 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) <p>Local</p>		

- **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: Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.

Strategy 2: Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.

Strategy 3: 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 4: Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.

Strategy 5: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

<p>Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. 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</p>	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> ▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, 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
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<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>	
<p>Provincial</p>	
<p>▪ In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.</p>	
<p>Local</p>	
<p>▪ 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.</p>	
<p>▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.</p>	

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

Strategy 1: Focused school-based learning days on the advancement of student success through impactful staff collaboration and learning.

Strategy 2: Continue with embedded PLT structures during our day to advance our goals and strategies.

Strategy 3: Advance optimal student learning through the development of collective efficacy to teach for deep and transferable learning by providing professional learning support for all staff using the staff learning link, playlists, guides to success, and learning services.

Strategy 4: Continue to develop professional learning that focuses on a school-wide belief that we are responsible for all students and their success.

