# Oilfields School Education Plan
2022-2023

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

Follow Links to:

School Annual Education Results Report
School Website
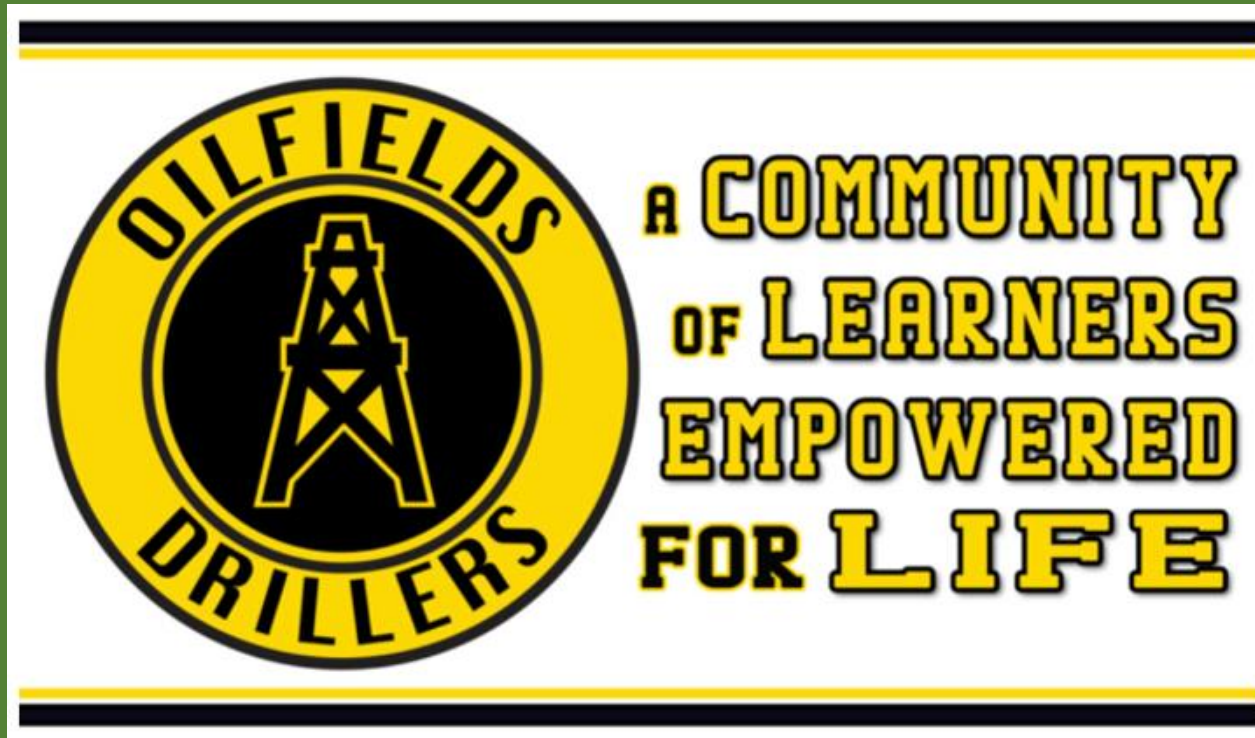
About our School

OHS 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 Metis Nation of Alberta Region 3 within the historical Northwest Metis 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.

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

As a Junior / Senior High School, it supports programming and instruction that leads to deep understanding and transfer of learning for students in Grades 7 -12 and the exploration of career opportunities through innovation and design.   Our staff believes that deep transferable learning happens when students form conceptual understandings, students are agents of their own learning, and students 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 problems to be solved, 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. Students can also develop a sense of belonging and purpose through the volunteer program, sustainability, back to earth, GSA, athletics and many other opportunities available to connect with their interests, others, staff and community. Other 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.

School Highlights and Celebrations

Oilfields School has had a very positive year despite the inconsistency of the pandemic and barriers we have faced over the course of the year. Highlights and celebrations for the 2021-2022 school year are outlined in the pictures below. Each photo represents programming our staff have advanced over the course of the year to support optimum learning for all students. These programs enhance a culture of wellness, belonging, mastery, independence and generosity as students engage in opportunities that extend beyond the classroom walls into the community. We will continue to enhance programming at Oilfields School through Innovation & Design, First Nations, Metis & Inuit learning, My Blueprint, Deep Understanding that leads to Transfer, Assessment, Continuum of supports, Student Matters, Professional Learning Teams and a Safe, Caring, Welcoming Learning Environment.
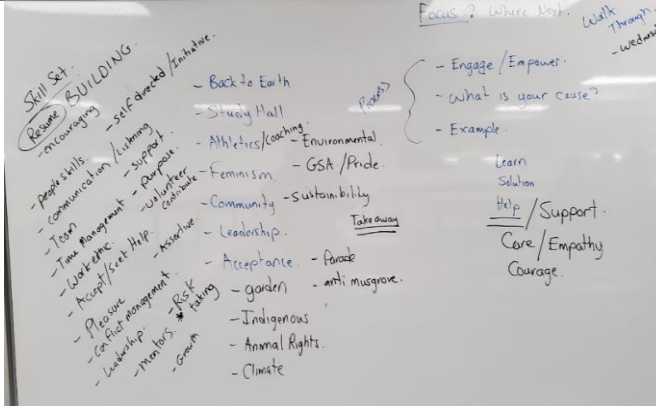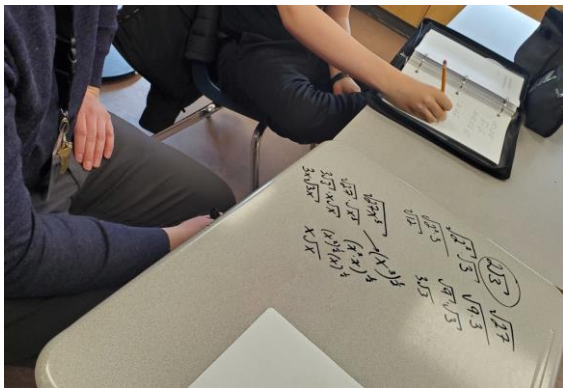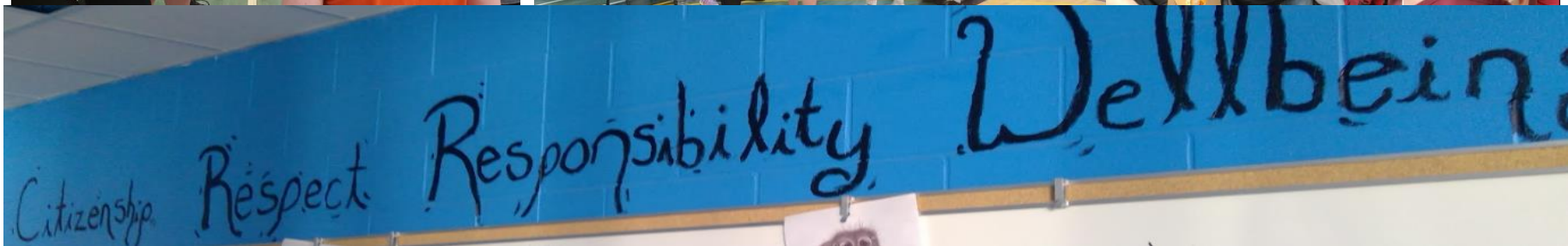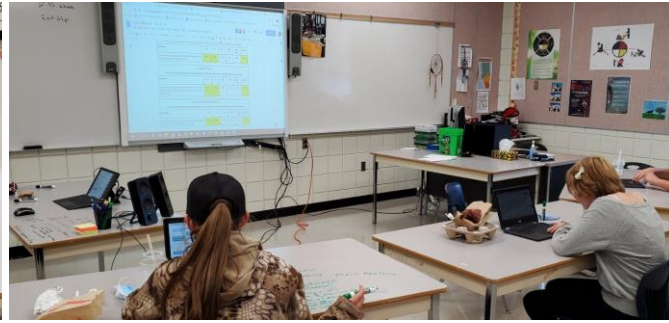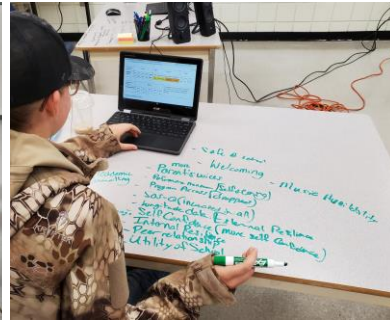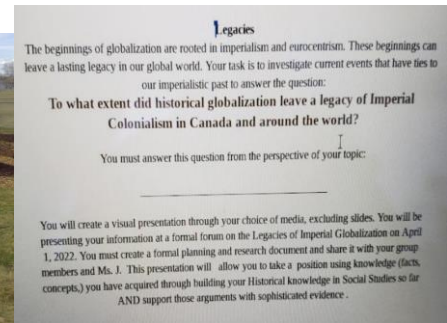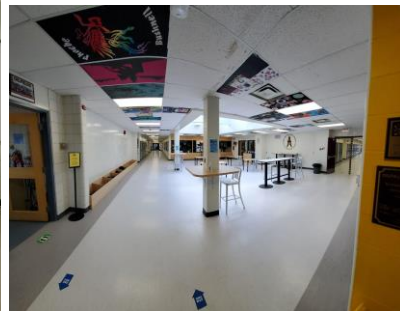
Career Focus Grade 7-12!
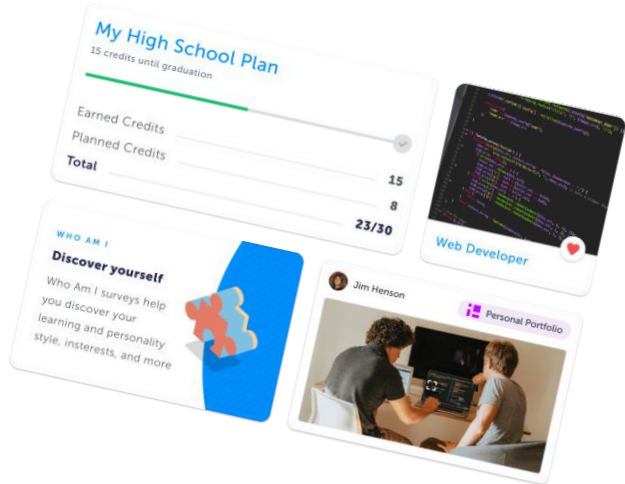
Our staff have worked incredibly hard to advance learning at Oilfields School. Whether it was hosting provincials for girls basketball, redesigning the front foyer, completing the cultural space, creating an outdoor classroom, designing learning for transfer, community involvement, credentialing, student voice or student involvement through the sustainability and volunteer program, our students and staff have committed to continuous growth and learning at OHS. The opportunities will continue to grow and develop over the next year. Our next action steps are outlined in the goals and strategies below as we work to ensure continuous growth and success for all stakeholders.

Providing Assurance

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

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

Key insights from results analysis of the impact of Engagement, Support and Success strategies
Strengths and Areas for Refinement (list 4-8 key insights)

Several 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 in order to support optimum student learning.

Next Steps:
Engagement
Based on School Developed Parent Survey and the Student Engagement Survey:
1) Continue to encourage, engage and apply OHS appropriate and meaningful stakeholder voice and feedback that aligns to the moral, ethical and legal frameworks that guide learning to ensure continued growth through a collaborative problem solving approach **(TQS #1 & 6)**
2) Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection **(TQS #5)**
3) Communicate access to structures and supports available to all students and families for academic, behavior, wellness and socio-emotional learning **(TQS #4)**
4) Continue to celebrate the actions and successes occurring at OHS in relation to our strategies and education goals **(TQS #1)**

Support
Based on SOS-Q survey, Alberta Assurance Survey, FSD Parent Survey, MIPI/Grade data and Student Engagement Survey:
1) Continue to work collaboratively with stakeholders to develop a collective and universal approach to learning (academic, socio-emotional, behavior, wellness) that is grounded in research and connected to the continuum of supports:
    a) Literacy, Numeracy, Designing and Assessing for Transfer, Innovation and Design, My Blueprint, Wellness (**TQS #2,3 & 4**)
2) Continue to advance understanding and implementation of the continuum of supports to ensure optimum student learning and a safe, caring, welcoming & supportive learning environment **(TQS #2, 3 & 4)**
3) Continue to increase visibility and access to supports for stakeholders within the school and community **(TQS #1 & 4)**

4) Continue to build on existing framework that targets junior high instruction, assessment and supports **(TQS #2 & 3)**

Success
Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:
1) Continue celebrate and engage stakeholders in professional development that ensures the design of learning and assessment for deep understanding and transfer through conceptual understanding as per described in the Alberta Program of Studies **(TQS #2 & 3)**
2) Increase student engagement, utility of school, and student excellence through programming and practices aligned with designing and assessing for deep understanding and transfer **(TQS #2 & 3)**
3) Continue to develop career exploration and futures through My Blueprint within the innovation and design framework through design challenges and credentialing **(TQS #2,3, & 4)**
4) Continue to build on existing framework that targets junior high instruction, assessment and supports to close learning gaps and create a safe, caring, welcoming and supportive learning environment **(TQS #2 & 3)**

Engagement
for each learner
Engagement that is timely, meaningful and collaborative

Stakeholder engagement is an important part of the assurance model. This year the volunteer, sustainability and back to earth programs teamed up with student matters to bring over 40 students together to enhance student voice throughout OHS. As a result, numerous other groups and clubs have been created in which student voice has grown and enhanced the culture of our school.   Students are excited about their opportunities to belong and will continue to be supported throughout the year.

Community stakeholders and OHS have developed a strong partnership over the course of the year.   We now have community membership at each school council meeting that started in January of 2022.   The membership represents the three municipalities and the County of Foothills.   This partnership involves supporting programming beyond the walls of the school as students and staff work collaboratively on numerous projects.   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.   There are already multiple opportunities to continue this work into the new school year and are excited by the possibilities.

The lines of communication continue to be open at OHS.   Parents, community members and students reach out regularly to staff for support.   Our staff continue to work on building meaningful relationships through the continuum of supports by celebrating student success or reaching out to solve problems or make decisions in the best interest of students and their future. Our parent community has witnessed our Education Plan strategies in action and provided feedback to school based decisions through their work in School Council.

Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve.*	**Indicators** *Indicators of achieving outcomes.*
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures our School 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 our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance.	● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.

Strategies *Strategies are actions taken to achieve goals and desired outcomes.*	**Measures and Targets** *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*
Strategy 1: Student Engagement - Continue to use and develop and apply existing collaborative decision making structures to engage student voice to solve problems and ensure continuous school and learning improvement through strategies such as:	**Provincial** ● **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. **Local**

- Students' Matters
- Volunteer, Back to Earth, Sustainability
- Surveys
- Student Lead / Staff Supported Opportunities to Connect
- Open Door Policy

Strategy 2: Staff Engagement
- Continue to use engagement tools and structures to facilitate collaboration for celebrating, sharing, solving problems and decision making that leads to continuous learning and cultural improvement.
  - PLT structure (Leads)
  - Shared Leadership
  - Professional Learning

Strategy 3: Parent Engagement
- Continue to use engagement tools and structures (surveys, school council, weekly emails) to facilitate collaboration for celebrating, sharing, solving problems and decision making that leads to continuous learning and cultural improvement.
- Continue to build positive and productive relationships with students, parents/guardians, peers and community as appropriate and meaningful partners in education.
- Develop understanding of TQS and connection to School Education Plan.

Strategy 4: Community Engagement
- Continue strong communication and partnership between community and OHS CTF/CTS leads, school counselor, core teachers and off campus coordinator to support and engage student, staff and community teamwork and projects.
- Continue to implement community lead at School Council and partnership with multiple stakeholders from all communities.

Strategy 5: Communications -
- Increased communication to all FSD Stakeholders to celebrate and inform of opportunities related to the high quality learning that is occurring at OHS.

- **Stakeholder Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

- Improve 'in the moment' and 'timely' communication through twitter. https://docs.google.com/document/d/1fkbE_baGD9INV4GtOKgF4ErGWEu0PX0uOJoyYDYWYxc/edit?usp=sharing	

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance evidence-based continuous improvement and assurance. Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility.	● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

1) **Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement**:
   a) Relationship Building with Stakeholders:
      i) Continue to send regular emails / phone calls to establish connection and relationship with parents/guardians as part of Continuum of Supports.
      ii) Continue to ensure appropriate and meaningful collaboration with parents/guardians as partners to support student excellence and problem solving using the Continuum of Supports.
   b) Community:
      i) Continue stakeholder connection through staff to build connections to support Career Planning in CTF/CTS, Off Campus Learning (Green Certificate, RAP, Work Experience) and all Subject Areas.
   c) Student:
      i) Continue building student opportunities for student voice, decision making and problem solving to ensure school growth.
      ii) Continue using the structures of circles and restorative practices to build a sense of belonging, independence, problem solving and restore harm between students and staff.
2) **Timely communication and reporting of evidence and celebrations in action that support student learning and continuous school improvement**.
   a) Centralized on website with summaries of data, supports and celebrations
   b) Communication to families / community stakeholders that celebrate our plan in action
   c) Continue to seek Input from stakeholders to analyze data to solve problems and make decisions, as well as celebrate success.

Measures and Targets

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

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

Local
- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students **satisfied with Assurance Measures**.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

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https://docs.google.com/document/d/12FJA-JHGBU38G4fUI1AuVUOFYajI1fwp-kVqab4ccYs/edit?usp=sharing

For Further Information Follow Links to
Engagement Folder with Goals, Strategies, Actions and Resources
https://docs.google.com/document/d/1RlPI69spHrrxz91MPdyQolo0NgrReaRI/edit

Support

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

We started off the year enhancing our continuum of supports through staff, parent and student feedback.   Staff and students continue to focus our common language on respect, responsibility, citizenship and well-being.   These keywords are the consistency of a school wide approach to ensuring positive behavior 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. The structures in place through CRT and the Driller Den are aligned and continue to be adapted based on the needs of staff and students. FLEX for staff and students has continued to grow as an opportunity for students and staff to support the instruction and learning of students who require additional support. We have seen a lot of growth in students and in the culture of the building as we continue to develop a consistent and collective understanding of universal supports across the school.

The students at OHS have many opportunities in which to belong.   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.   One such example is the number of students involved in Student Mattes and/or sports and their positive impact on the school.   Their collective voice has created positive growth within the school. Creating opportunities to connect and belong is a staple moving forward.

Advancing Innovation and Design continues to be a focus at OHS. Our team has developed a plan for implementation of My Blueprint to be embedded school wide over the next few years. Students work on goals setting and reflection as they begin building their portfolio of learning. Staff continue to work at designing learning for transfer through challenges unique to their specialty. The schedule at OHS is built off of staff strengths to ensure programming that captures the interests of students within the five occupational clusters.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.	● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners access a continuum of support. "Students will learn ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress" *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11* "As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds."	● Improved wellness and wellbeing in students and staff . ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are **welcoming**, **caring**, **respectful** and **safe**. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of **belonging** and **high expectations** for all. ● Improved **understanding** of an **inclusive education system** is shared by all education partners. ● Improved **collaboration** with education partners to support learning. ● Improved **wrap around services** and **supports** that enhance conditions required for optimal learning and wellness. ● Structures and systems **continually improve** to support learning and meet the needs of students, families, staff and communities.

	Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17	

Strategies

Strategies are actions taken to achieve goals and desired outcomes

1) Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.
    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.
    g) Advancing academic support for all students (close the gap / extend understanding).

2) Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.
    a) Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
    b) 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.
    c) Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
    d) Supporting student connections with staff and target students who lack a 'go to person'.

https://docs.google.com/document/d/13hVGk0lE4Vcgo4HpYm7axNs-R8NHEX_yJxE86c_ayxI/edit?usp=sharing

Measures and Targets

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

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

Local
- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of **Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities**.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance our Continuum of Supports Continue to develop and advance our continuum of support.	FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools. "A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education." *Alberta Education Act, pages 39-40* "To support children and students in attaining the goals as stated in the *Ministerial Order on Student Learning,*school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports." *Alberta Guide to Education, Page 27*	Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities.

Strategies *Strategies are actions taken to achieve goals and desired outcomes.*	Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1) Continue to Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.
    ○ Meaningful relationship building between stakeholders to improve collaboration and school culture at the Universal Level.
    ○ Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.
	Provincial
	● **Program Access:** Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
	● **Students at Risk:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

- Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
- Continue to advance CTF/CTS programming and connections

2) Continue to Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.
- Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
- 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.
- Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
- Supporting student connections with staff and target students who lack a 'go to person'.

https://docs.google.com/document/d/1wtTEsDnBMtYDC63puBA47xuIGU RPxPU4pvArsGQ_b4k/edit?usp=sharing

Local
- **SOS-Q (Student Orientation to School Questionnaire):** Increase in percentage of students who are at or above the National Norm in the areas of **Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities**.
- **School Continuum of Supports**
  Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **School-based Students' Matters Engagement**
  Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for SUPPORT

For Further Information Follow Links to

https://drive.google.com/drive/folders/1Lk015gGotKPrQDPW2r88ODaQ7oDDQY1_?usp=sharing

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

Staff Wellness and Student Well-being

Success

for each learner
Student Growth and Achievement
Excellence in teaching, learning and leadership

The team at OHS has demonstrated progress in each of the goals and strategies highlighted below:

Advancing Innovation and Design:
- *My Blueprint embedded within the schedule from grades 7-9*
    - *Used as a reflection tool, portfolio, and for course registration*
- *Learning designed through a series of problem solving challenges*
- *School Counselor connection for academic counselling and direction*

Advancing Learning for Transfers:
- *Staff using the three guiding principles to design and assess learning*
- *Regularly scheduled PLT outside of the timetable to advance work*
- *Evidence of students living with complex problems over time*
- *Learning and design has been showcased across FSD on professional learning days*
- *Junior high and cross curricular focus that embeds literacy and numeracy*

Advance First Nations, Metis and Inuit Student Success:
- *Completion of Cultural Space*
- *Work on Front Foyer to create a safe, caring, welcoming and supportive space*
- *First Nations, Metis and Inuit learning embedded with subject areas*
- *Advancement of Special Projects and other supports to facilitate graduation*
- *Technology supports for students*

Advance Literacy and Numeracy:
- *Received numeracy grant to close learning gaps and develop common standards from 7-12*
- *Junior High focus to develop numeracy and literacy across all subject areas*
- *Development of standards for reading, writing and math in junior high*

Advance Excellence in Teaching, Learning and Leading:
- *OHS team demonstrating evidence with regards to design for transfer and assessment*
- *PLT meet regularly outside of schedule*
- *Numerous teacher leads as part of FSD*

Work is Driven Through the LENS Three Principles:
- *Concepts*
- *Agency*
- *Complex Problems*

Goal 1 Desired Result	Outcomes Measurable statements of what FSD seeks to achieve.	Indicators Indicators of achieving outcomes.
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	"Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations." *AB ED Ministerial Order on Student Learning, p. 2* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.

Strategies Strategies are actions taken to achieve goals and desired outcomes.	Measures and Targets Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.

1) Continue to provide programming for career exploration and focus that empowers students for life:
   a) Designing and Assessing for Transfer/Career Futures in all programming that leads to increased utility of school and engagement
   b) My Blueprint embedded for student evidence
   c) Collaboration and support in PLT that focuses on challenges and problem solving in real world contexts
   d) Continue to build on integration and training of My Blueprint for students and staff as a career exploration and portfolio tool in all subject areas.
   e) School Counselor Collaboration and Communication with Students, Parents and Staff to support design and career ambitions
   f) CALM Connections to Career Pathways
   g) Certifications in various programs

https://docs.google.com/document/d/1IzAdBkb5xS2cJC8aY71mqFi8RrMACP5tn8WUQL6kVZI/edit?usp=sharing

Provincial
- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Local
- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS.
- **MyBluePrint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 2 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will be well prepared for their future while remaining current and relevant in the local and global contexts.	● Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

"Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52*

"Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts." *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020*

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning? Three Principles:
1) *Students form conceptual understandings that Transfers*
2) *Student are agents of their own learning*
3) *Students live with complex problems over time*

How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?

1) Continue with focus on Conceptual Understanding through Teaching and assessment for Deep Understanding for Transfer - "How do we ensure meaningful transfer to life occurs through the way we plan and assess for learning?"
2) Embed Professional Learning Time within the timetable for a consistent and focused approach to staff and student learning:
   a) Follow PLT structure (evidence based problem solving)

Measures and Targets

Provincial
- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

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

b) PLT leads focused on advancing educational strategies and goals c) Focused improvement in the areas of engagement, utility of school, quality of education and excellence d) Use HHS reflection tool 3) Continue collaboration with HHS where applicable and available 4) Opportunities for cross curricular design, sharing and celebrations (Showcase design for transfer) 5) Continue timetable and schedule for security to advance design https://docs.google.com/document/d/1ssjumJW2Sgct1yhcqyH-SuuDrUW5WLVgrMbGcNrqnS0/edit?usp=sharing	● Teacher plans show **evidence of the principles** in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a **focus on the principles** in the **Sustained Conceptual Learning For Depth** and **Transfer Planning Guide**. ● **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. **professional learning evidence**, **classroom evidence** and **stakeholder voice)**

Goal 3 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance First Nations, Métis and Inuit student success Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	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. "Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation." *AB ED Ministerial Order on Student Learning, p. 2*	● 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. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.
Strategies *Strategies are actions taken to achieve goals and desired outcomes.*		**Measures and Targets**

1) Continue to build a Safe, Caring, and Welcoming Environment for First Nations, Metis and Inuit students.
   a) Continue Design for Learning Through PLTS that incorporates Indigenous learning and perspective (See Strategy Three)
   b) Continue Culture connection and engagement with community
      i) Attending Events and building relationships with
         (1) Within Community
         (2) Eden Valley
         (3) Back to Earth (Land based connection)
   c) Continue to build capacity and understanding:
      i) Support with FSD Handbook
   d) Complete Safe, Caring and Welcoming Space (Entrance/Cultural)
   e) Build Relationships to Advance and Celebrate Metis Community at OHS
      i) Ruperts Land Institute
      ii) School Facilitator
      iii) Metis Nation of Alberta

2) Advancing learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students:
   a) Continue Back to Earth and Metis Culture understanding and celebration
   b) Programming and support for optimum student learning through programming
   c) Support through enhanced literacy and numeracy support
   d) Programming Integration Through Design Thinking
      i) CTF/CTS
      ii) Core Subjects

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

Provincial
- **Learning Outcomes (PAT & Diploma):**
  o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
  o 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.
  o Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.

Local
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** *Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.*
- Evidence of **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

iii)   Special Projects / Work Experience
iv)   Data informed Decision Making

https://docs.google.com/document/d/1x44GyRGzGfWuohvef_eecmPj_Ul UrDLDkqz95afGa-4/edit?usp=sharing

Goal 4 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.	Learners are literate and numerate Students will have the literacy and numeracy competency to engage in learning across the content areas "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1*	● 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

Strategies *Strategies are actions taken to achieve goals and desired outcomes.*	Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1. Have both Literacy and Numeracy goals, targets and implementation strategies as part of instructional design
    a. Use numeracy grant to advance instruction in math and all subject areas
	Provincial
	● **Learning Outcomes (PAT & Diploma):**
	    ○ Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence

i. Application of research to guide instruction and assessment
b. Continue Literacy development in junior high cores to ensure growth in reading, writing, viewing, representing, listening and speaking.
    i. Common expectations for student writing / speaking / reading

https://drive.google.com/drive/folders/1WTtn8pOvMA8iEnEnCc4L1pdLhijpvesJ?usp=sharing

c. PLT establish how to advance literacy and numeracy within their specialties
    i. Embedded literacy into every discipline
    ii. Discipline Literacy Approach
- Content/Academic Language
- Comprehension Development (Cognitive Strategies)
- Miriam Ramzy - Strategies Backpack

https://docs.google.com/document/d/1joA90yHJGJxnCeUZyueWDMq2sYnBU4RZIiCTxPXw-kk/edit?usp=sharing

on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
    o Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Goal 5 *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve.*	**Indicators** *Indicators of achieving outcomes.*
Advance excellence in teaching, learning and leading that results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.	● 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

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." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*

and assessment through professional learning, collaborative engagement and reflective 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.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes. *(Share 1 to 3 Strategies)*	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?

1) Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD, PLT, Staff meetings:
   a) Embedding PLT Time during the day backed on to Flex Blocks to create an uninterrupted time of 40-60 minutes of time
      i) Focus will be on Student Evidence / 3 Principles / Teacher Quality Standard
      ii) PLTs will meet and develop strategies aligned with the Education Plan to advance the following areas
         (1) Universal strategies to demonstrate student growth in **Provincial Assessments** PLT develop strategies for:
            (a) **Increasing Engagement** and Decreasing Anxiety/Boredom in Main PLT Areas

Measures and Targets

Provincial
- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has **started, is consistently doing, or having deeply embedded these practices in 50% of survey questions** in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

(b) **Increasing Relevance / Utility of School**

(c) **Increasing Rigor**

(d) **Increasing Support** using Continuum

(2) Advance Literacy and Numeracy embedded within discipline

(3) Advancing First Nations, Metis and Inuit learning and belonging

iii) PLTS will collect data to application and growth within these areas

iv) PLT Leads meet as part of a shared leadership team (**Advancing Optimum Learning for All Students**)

v) Lead Support for Professional Development Opportunities

2) Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of High School Design, Literacy, Numeracy, Innovation and Design, Inclusive Learning and Indigenous Learning/Support

a) PLTs will work on their strategies to advance the Education Plan

https://docs.google.com/document/d/13vQh7oLYNTapf_P7YGrewKSKRCf 2L3NqUopt1GfJ7Xg/edit?usp=sharing

Assurance Links for SUCCESS

For Further Information Follow Links to

Innovation and Design/Career Futures

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

Design and Assessment

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

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 Commitments
for Optimum Student Learning

Optimum student learning is achieved through

Our Priorities
Engagement: Ensure and maintain division-
wide engagement that is timely, meaningful
and collaborative with all learners and
communities.
Support: Ensure and maintain division-wide
learning environments that are welcoming,
caring, respectful, safe and inclusive.

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

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**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.	**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance		**Teaching and Leading**
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.		**Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

Engagement		Support		Success	
Local and Societal Context		**Learning Supports**		**Student Growth and Achievement**	
Goal 1	Strategic Plan	Goal 1	Strategic Plan	Goal 1	Strategic Plan

Advance stakeholder engagement and communication	Stakeholder Engagement and Communications	Advance wellness and well-being	Wellness and Well-being	Advance innovation and design	Innovation and Design
		Goal 2 Advance our continuum of support	**Strategic Plan** Continuum of Support	**Goal 2** Advance literacy and numeracy	**Strategic Plan** Literacy and Numeracy
		Vision 2034: Prepared for the Future		**Goal 3** Advance First Nations, Métis and Inuit student success	**Strategic Plan** First Nations, Métis and Inuit student success
				Goal 4 Advance learning for transfer	**Strategic Plan** Learning for Transfer
Governance				**Teaching and Leading**	
Goal 2 Advance evidence-based continuous improvement and assurance	**Strategic Plan** Continuous Improvement and Assurance			**Goal 5** Advance excellence in teaching, learning and leading	**Strategic Plan** Excellence in teaching, learning and leading