

Welcome to Ecole Joe Clark's 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.



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

School Education Plan 2021-24 (Year 3)

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

[2021-22 School Annual Education Results Report](#)

[School Website](#)

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region

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

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](#)

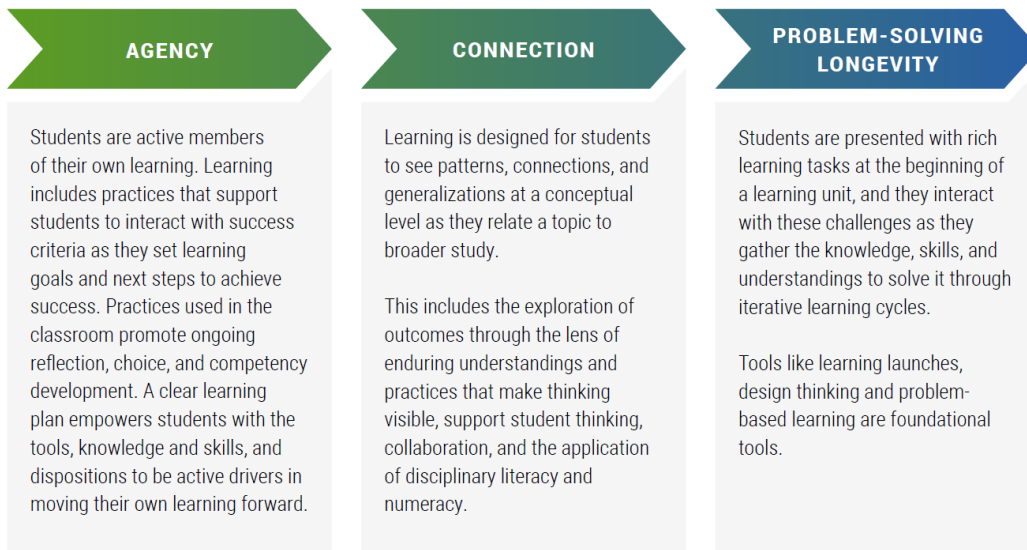
Commitments

- 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.

» 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:</p> <p>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:</p> <p>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 style="text-align: center;">Governance</p>	<p style="text-align: center;">FOOTHILLS SCHOOL DIVISION SYSTEMS WHEEL</p>	<p style="text-align: center;">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:</p> <p>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

Ecole Joe Clark School is a dual track school of students from Junior Kindergarten - Grade 5. We have a highly diverse student population of approximately 320 students in French Immersion and English Programming who learn from our building’s thirteen classroom teachers, full time physical education specialist, part-time music specialist, twelve educational assistants, learning coach, office administrator, and our administration (principal and vice principal). Our student population serves the eastern half of the High River community - we lead with our heart and sincerely believe that *all* students can learn. Our school is known for our student leadership capacity, strong community connections and dynamic approach to complex students. We identify as the Joe Clark Broncos and our mission is *“Believe in yourself, Découvrez le leader en vous!”*

- Dynamic and engaged school council that continues to grow. Our school council meetings continue to be well attended by a great cross sample of parents in the school. Our parent volunteers are very involved and make our school a great place to be for all!
- Monthly Bronco Time continues to be a fixture in our school. Students and parents enjoy a time where we gather, monthly, to celebrate achievements and come together as a community.
- Multidisciplinary approach to complex learners. We work with a variety of organizations and non-profits to ensure that we are curating wrap around services for our most complex learners.
- A culture of collective responsibility is evident in staff's approach to all learners.
- [Students regularly report having a strong sense of school identity and that school is a safe, caring and welcoming place for them.](#)
- Our Music Program promotes choir, musical theory and exposure to various instruments.
- We invest in a physical education specialist as we believe that all students deserve access to physical literacy, wellness and opportunity for sport.
- We maintain very high achievement in the last 5 years on the Accountability Pillar Survey Results, in all areas. As anticipated, our Annual Education Results Report has a similar trend in results.

Key Insights for Engagement <u>Community Engagement</u> <u>Engagement Opportunities</u>	
Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance	
<ul style="list-style-type: none"> • Exceptional attendance at our school council events. • Engaged shared leadership team to build capacity among staff. • Strong community connections with local organizations that continue to grow. 	<ul style="list-style-type: none"> • More opportunities for students to become engaged in leadership initiatives. • Provide more chances for parents to be involved in volunteer opportunities, follow the pandemic this has decreased. With the use of online sign-up forums, we will engage more parents to be part of the school community. • Leadership is needed to support the local Canadian Parents for French Chapter as key

	<p>stakeholders in the French Immersion program.</p> <ul style="list-style-type: none"> • Development of a larger school based shared leadership team. This strategy was informed by the data collected from staff regarding the need to be more connected, aligned and informed. • It was evident that staff requires some capacity building in understanding and acting on assurance measures, so through our shared leadership team, school council, student matters and staff development, we will bring understanding to our school assurance measures. • Support Canadian Parents for French Chapter as they are key stakeholders in the French Immersion program. This must be included in the Educational Plan when adjusting strategies.
--	--

Key Insights for Support
Policy 14: A Place for All
Safe Positive Schools

Advance Wellness and Wellbeing
Advance our Continuum of Supports

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • We have strong connections as a learning support team and work effectively and efficiently to help students. • Strong self-confidence scores relative to previous years. • Stakeholders indicate that they feel safe and cared for in our building, in addition to feeling that they can access supports when needed. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • More complex situations will arise due to the fallout from COVID-19. • Our students' scores with regards to 'internal resilience' are lower than previous years. • Safe and Caring scores from our students are lower than what teachers and parents indicate.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • How can we, as a school, leverage our understanding of trauma-informed practices in order to respond to the ever-increasing complexities that our building is facing? • How can we incorporate more student voice into safe and caring initiatives in the school? • How can we improve student feelings of internal resilience?

Key Insights for Success
Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success

Advance Innovation and Design

<p style="text-align: center;">Areas of Strength</p> <p>Making 'Innovation and Design' more explicit in our students' days so they are aware and building some time for teachers to work with the learning support team to bring their love of building, exploring, and the iterative process alive in their classrooms.</p>	<p style="text-align: center;">Areas for Growth</p> <p>Time embedded in every teacher timetable to collaborate with grade level, our learning support team, or individually to advance their own pedagogy with regards to innovation and design.</p>
	<p style="text-align: center;">Next Steps</p> <p>A strong sense of flow from students in other areas of academic learning, as per the Intellectual Engagement Survey High scores of positive experiences with school in our building.</p>

Advance Learning that Transfers

<p style="text-align: center;">Areas of Strength</p> <p>Intellectual engagement scores are relatively low compared to our other indicators in the intellectual engagement survey. How do we provide students with these opportunities. The implementation of innovation and design strategies as a focus point at our school could be an important strategy moving forward to help our students feel engaged in their learning by incorporating more hands on activities with connections to the program of studies.</p>	<p style="text-align: center;">Areas for Growth</p> <p>Transferring that knowledge from professional learning days to pedagogy in the classroom.</p>
	<p style="text-align: center;">Next Steps</p> <p>A strong sense of flow from students in other areas of academic learning, as per the Intellectual Engagement Survey High scores of positive experiences with school in our building.</p>

Advance Literacy and Numeracy

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Our 'pre-reading' scores in the RRST are relatively high. • Our comprehension scores are high in the GRADE 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Students appear to have more challenges with math questions that require multiple step problem solving. • Students have more challenges with abstract mathematical questions.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Following analysis of teachers' self assessment on the teacher quality standards and leadership quality standards, there is a need to apply foundational knowledge and teachings into our practice. We are looking to weave the Circle of Courage, ubiquitously, into our framework for learning. • Although our data indicates literacy and numeracy performance is improving, post pandemic education gaps continue to need to

	be addressed. We will lean on best practices in literacy and numeracy, as well as align numeracy and literacy checkpoints from Kindergarten to grade 5.
Advance First Nations, Métis, and Inuit student success	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> A kind and thoughtful staff and student population who are interested and curious to learn about and from First Nations, Metis, and Inuit peoples. 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> Invite elders and knowledge keepers in to share their rich history More opportunities for students to experience and appreciate the culture of our First Nations, Metis, and Inuit peoples.
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> Incorporate our 'Land Acknowledgement' into our daily announcements and Bronco Times. Continue to work with 'Kookum' for twice monthly times to speak with our students.
Advance Teaching, Learning and Leading	
<p style="text-align: center;">Areas of Strength</p> <p>Relative belief from teachers' that we try to continuously improve.</p> <p>Responsive and thoughtful staff.</p>	<p style="text-align: center;">Areas for Growth</p> <p>Continue to build on the work that is currently being done to sustain our positive learning culture.</p> <p>Support and incorporate new people into our building into the culture of the building and the commitments we make to students, parents, and colleagues.</p> <p>Putting inquiry into best practices and current reality.</p>
	<p style="text-align: center;">Next Steps</p> <p>These scores reflect the results that we have in the areas of 'Safe of Caring' and 'Educational Quality'. We have an environment that fosters a desire to learn, improve, and collaborate among our teaching staff. Our people believe in and are invested in the shared vision of the school. Our teachers feel supported by their teammates and their administration and believe that action will be taken when needed.</p>

Our Story of Engagement

Although promoting engagement for each learner is vital every school year, it is especially important during a pandemic to gain voice, perspective, build self-confidence, and encourage deep learning. Through several initiatives this year, we had many students from a variety of grade levels become school leaders.

Our engagement is best exemplified by our activity on Social Media. School Council manages a school council Facebook page, and various staff maintains Instagram. These venues allow us to visualize what our community is like and what we value as a school. See below for some photos from last year with a quick explanation in the captions below!

Through key engagement efforts, we have been able to share the culture of our school. New families moving to High River will use our social media as a way of understanding who we are as a school. Positive school culture is a strength of Cole Joe Clark School and it leaks out into the community. Community agencies are beginning to re-enter our school as partners in education. We view our local agencies as key stakeholders and supports in our students' education. Our attempt to establish a 'community connections' committee in High River was not feasible at a school-based level. We have leveraged communities such as the FSD Flourishing Communities Committee and the Wellness Network to support engagement of community stakeholders as their input helps to drive our educational plan and helps us respond to the larger societal context.

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 access 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 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	
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	
*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	
•	Working with our student matters representatives to provide voice to the decision-making process.
•	Including students from grade levels outside of grade five to have voice at Students' Matters.
Strategy 2: Staff Engagement	
•	Development of a Lead Team Planning Committee that provides leadership on Professional Development and educational planning.
•	Collective efficacy is promoted and celebrated by setting high expectations and gathering staff voice in decision making.
Strategy 3: Parent Engagement	
•	School Council: Feedback on decision making processes.
•	Parents are given specific and intentional opportunities to engage in conversation about their child's personal and academic goals
Strategy 4: Community Engagement	
•	Community Connections: Creation of a committee that engages local agencies such as Foothills Immigrant Services, Rowan House, Child and Family Services, Alberta Health Services, Inclusion Foothills, High River Recreation Centre, etc.
•	Involve our greater school community to be involved in activities and initiatives.
Strategy 5: Communications	
•	Social Media strategy: Instagram, Facebook and twitter accounts and campaigns with timely engagement opportunities for stakeholders and students.
•	Monthly newsletter to families.

Goal	Outcomes	Indicators
<p><i>Desired Result</i></p> <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><i>Measurable statements of what FSD seeks to achieve</i></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 	<p><i>Indicators of achieving outcomes</i></p> <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 and 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.

<p>Strategies to Advance Continuous Improvement and Assurance</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)</p> <p style="color: red;">*Strategies revised or added for 2023-24 (Year 3)</p>
<p>Strategy 1: Build staff capacity in using data to inform next steps within a collaborative team.</p>
<p>Strategy 2: Create conditions for collaboration that leads to informed practice</p>

Our Story of Support

At our School

Joe Clark School is a dynamic school with a highly collaborative staff. All staff (teaching & support), develop a deep understanding of student narratives in order to meet each student where they are at in their learning journey. We meet students and staff where they are to optimize learning. This means curating conditions for learning and support. Our school requires a culture of wellness and well-being for all and our continuum of supports, although comprehensive, requires flexibility.

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 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 ▪ 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 	<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 ▪ 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

	<p>manage health stress and traumatic stress</p>	<ul style="list-style-type: none"> ▪ 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.

<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)</p> <p style="color: red;">*Strategies revised or added for 2023-24 (Year 3)</p>
<p>Strategy 1: Prioritize Positive Behavior Support through Social Emotional Learning competencies and a progressive discipline continuum that includes fair and predictable consequences as well as clear and consistent expectations.</p>
<p>Strategy 2: Develop and implement a continuum of wellness with the Staff Advisory Committee</p>

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.

<p>Strategies to Advance a Continuum of Supports</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 1: Engaging our community support committee and including them in the continuum of supports by utilizing high yield strategies with staff to ensure optimal learning and working with the Collaborative Response Team to advance the continuum based on student referral data.</p>
<p>Strategy 2: Promote and cultivate a culture of shared leadership with staff and students by establishing conditions of a collaborative culture through our learning plans through connection throughout Professional Learning Teams to cultivate a culture of leadership and team.</p>

Our Story of Success

At our School

Ecole Joe Clark School’s student growth and achievement reflect a large gap in literacy and numeracy. This gap has been present pre-pandemic and has grown post-pandemic. When provided intensive intervention and support, such as the recent literacy and numeracy grant, the gap becomes smaller. Teachers focus on universal, high yield strategies but the learning gap continues. Contributive factors are socioeconomic status, transiency, trauma impact, truancy and/or learning challenges. Despite the learning achievement gap present in our school, students report as being in “flow” and our assurance results are excellent. This contributes to the deep sense of connection students and families have to the school. The challenge is focusing on a deep connection to learning and what that means for students. We must frame success around the belief that excellence isn’t standardized and can be personalized: Personal excellence. Every student can achieve personal excellence and every student can learn.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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.</p>	<p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<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.

<p>Strategies to Advance Innovation and Design</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)</p> <p style="text-align: center;">*Strategies revised or added for 2023-24 (Year 3)</p>
<p>Strategy 1: Advance the use of My Blueprint as an E-portfolio and career exploration tool for students.</p>
<p>Strategy 2: Provide teachers with more opportunity to collaborate to build upon their understanding of Innovation and Design.</p>

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:</p> <p>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: Advance awareness of high impact, research-based assessment principles, and practices to achieve optimal student success in any learning environment by aligning with divisional professional development.

Strategy 2: Advance student success through sustained conceptual learning for depth and transfer.

Strategy 3: Leveraging e-portfolio feature of my blueprint as evidence of student engagement and success.

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

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

Provincial

▪ **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.

▪ **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL 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.

<p>Strategies to Advance Literacy and Numeracy</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)</p> <p style="color: red;">*Strategies revised or added for 2023-24 (Year 3)</p>
<p>Strategy 1: Work with the school division’s excellence commitments to clarify the essential understandings, high yield strategies, and resources available for teacher use to support growth and achievement by aligning literacy and numeracy heck points and using high yield strategies.</p>
<p>Strategy 2: Development of Literacy and Numeracy Interventions to address post pandemic educational gaps.</p>

Goal	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance First Nations, Métis, and Inuit student success:</p> <p>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>	<p><i>Measurable statements of what FSD seeks to achieve</i></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 	<p><i>Indicators of achieving outcomes</i></p> <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

Measures and Targets

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

Provincial

▪ 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.

▪ **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

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

Strategies to Advance First Nations, Métis, and Inuit student success

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

*Strategies continued from 2021-22 (Year 1)

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

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

Strategy 1: Continue to develop collective capacity to incorporate instructional practices that honour traditional teaching and weave foundational ways of knowing into the curriculum for the success of each learner through: a. Parent and Community Engagement b. Staff Learning and Instructional Practices. c. Cultural Appreciation d. Student Support

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

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

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56	<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

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
Provincial <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Excellence in Teaching, Learning, and Leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>
<ul style="list-style-type: none"> *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: Promote, support and facilitate professional learning in advancing student growth and achievement through, Divisionally Based Professional Development, PLTs, and Shared Leadership Team.

Strategy 2: Promote and unpack the FSD staff learning link (now called the Curriculum Corner) with school-based staff.



Foothillsschooldivision.ca