



# 2024 – 2029 EDUCATION PLAN YEAR 2

## Blackie School

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# WELCOME TO OUR EDUCATION PLAN

## SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

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

[Our 2023-24 School Annual Education Results Report](#)

### OUR LAND ACKNOWLEDGEMENT

Blackie School remembers and acknowledges the people of Treaty Seven lands & the traditional homelands of the Metis people. We promise to care for the land that we are grateful to live, grow and play on. We continue to act as caretakers of the land and the stories, so it thrives for future generations. We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

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

### OUR VISION

Engagement, Support and Success for each learner

### OUR MISSION

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

### OUR PURPOSE

Education at the centre of a flourishing community.

### OUR PRIORITIES

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

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

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

OUR DIVISION

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

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

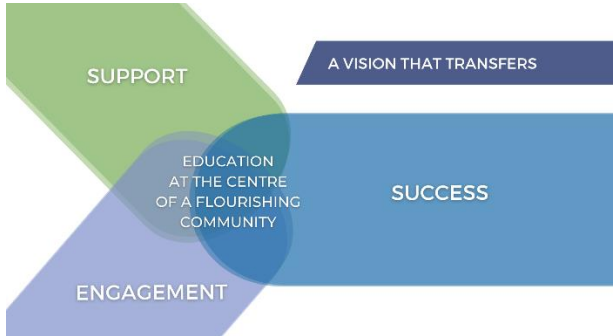
ALIGNMENT OF PROVINCIAL OUTCOMES , ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
<ul style="list-style-type: none"><li>• Alberta’s students are successful</li><li>• First Nations, Métis, and Inuit students in Alberta are successful</li><li>• Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy</li><li>• Alberta’s K-12 education system and workforce are well-managed</li></ul>	<ul style="list-style-type: none"><li>• Learning that transfers</li><li>• Numeracy and literacy</li><li>• Wellness and wellbeing</li><li>• Continuum of supports</li><li>• First Nations, Métis, and Inuit student success</li><li>• Innovation and design</li><li>• Learning that transfers</li><li>• Excellence in teaching, learning, and leading</li><li>• Stakeholder engagement and communications</li><li>• Continuous improvement and assurance</li></ul>	<ul style="list-style-type: none"><li>• Student growth &amp; achievement</li><li>• Learning support</li><li>• Student growth &amp; achievement</li><li>• Learning support</li><li>• Student growth &amp; achievement</li><li>• Teaching and leading</li><li>• Local and societal context</li><li>• Local and societal context</li><li>• Governance</li></ul>

SCHOOL COUNCILS REGULATION

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

## OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> 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><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.</p>	<p><b>Teaching and Leading</b></p> <p><b>Goal:</b> Advance Excellence in teaching, learning and leading.</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).</p>	





## OUR SCHOOL

Blackie School is a small, but mighty rural school in the Hamlet of Blackie. Located just East of High River, Blackie School serves families from the Hamlet as well as from the surrounding rural areas in both the Foothills and Vulcan Counties. Originally built in 1913, the school once housed students up until Grade 12. Today, with a population of just over 105 students, Blackie School programs for students in Kindergarten to Grade 8. Blackie School is rooted in tradition, and many families have been Blackie students for generations.

Our school has 13 staff members who work either full or part-time, with the principal having the opportunity to provide instruction and learning support as well. Because of the small number of students who attend, it is likely each teacher will have an opportunity to interact at a personal level with each student at least once during the course of a school week. As different staff members have come and gone over the years, there are some key staff members who also hold the story of the history of the school. This combination of staff allows for us to move forward with new ideas while at the same time, ensuring we hold to our roots.

Parents play a vital role supporting learning in our school. On any given day we have a handful of volunteers in our school, helping out in the classroom, setting up for events and prepping hot lunches. Outside of the day-to-day operations our school enjoys a partnership with a very active and supportive school council and fundraising committee. School council and fundraising have worked hard to support a number of learning needs in our school and have provided important advice around school operations. In order to provide the best possible education experience for our students we value all feedback from our parent community.

Within each classroom, teachers are committed to providing high quality instruction for students. Our team has devoted much of their professional learning time to improving literacy instruction, both at the universal and targeted level, so that our students are literate and can transfer that skill and knowledge to all facets of their learning. This then allows them to demonstrate their knowledge and skills learned in the classroom to new and unique situations in alternate settings.

Our school shares a strong bond with the surrounding community, we have often been a hub during Christmas concerts, spring performances and various athletic events throughout the school year. This connection has been further strengthened now that the modernization is complete on the physical space which enables various community groups to hold events in the building. The gym and other spaces in the building are used 2-3 times per week.

### KEY INSIGHTS

Our school is a place where every student is encouraged to **believe** in their potential, **belong** to a supportive community, and **become** the best version of themselves. We use an emotional regulation teaching approach called Play is the Way. Through this approach, students are taught how to regulate their bodies and their emotions through intentional whole school games and through adult led breathing and calming exercises. All of our students are expected to: Use good manners, Be the Master, not the Victim of their feelings, Treat others the Way they want to be Treated, Be Brave – Participate to Progress, Pursue their Personal Best no matter Who they Work With, Choose the Strength to be Sensible, and Have Reasons for the Things They Say and Do.



## OUR STORY OF ENGAGEMENT

*Strategy Implemented in 2024-2025*

*Strategy from 2025-2026*

*Strategy from 2026-2027*

*Strategy from 2027-2028*

*Strategy from 2028-2029*

### GOALS

#### Advance stakeholder engagement and communications by:

- Weekly and monthly communications from the administration to all stakeholders
- Ensure consistency and timeliness in teacher to parent communication
- What's coming up
- Highlights of the past week/month
- Curricular outcomes being worked on
- More purposeful connection with community groups (Lions) - more invitation
- Recognize and celebrate our students regularly – and make our assemblies more purposeful and ensure we invite all family members, [plan the dates in advance at the beginning of the year and calendar it for all to access](#)
- Have Student Matters continue the Student of the Month celebrations
- Celebrate our students who are excelling in all different areas
- Golden garbage can
- Highlight a classroom or group each month
- [Have one class each month lead the assembly](#)
- [Sharing learning](#)
- [Sports teams](#)

#### Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
  - Provide opportunity for feedback for parents through the use of surveys

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

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



- Join the Funding Association Parent body and the School Council parent body more effectively to ensure more voice is brought to the table
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
  - Create a principal's corner on our website so all stakeholders can access the information shared at School Council. This will include all the slide decks from School Council, and the slides from Parent information evenings.
  - Provide opportunity for feedback for parents through the use of surveys
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
  - Provide Learning Session evenings for families
  - Home Reading and how to support at home
  - How to support foundational Literacy and Numeracy development at home
  - Brain development of children aged 0-14 and how that impacts behaviour and learning
  - The work of Hannah Beach: Reclaiming our Students

**VIEW OUTCOMES AND INDICATORS**

## OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

### GOALS

#### Advance wellness and well-being by:

- Continue to develop and implement structures for accessing and using supports to collaborate and enhance support for students
- Leverage Student Matters and SOS-Q data to identify areas for growth for students.
- Provide a survey to students to gather their voice around what they would like Students Matters to work on for them
- Leverage Guarding Minds at Work data to ensure the wellness and wellbeing of staff is also being taken care of
- Monthly lunches
- Ensuring equity in supervision scheduling
- Gathering voice from staff around their wellness and wellbeing needs; through conversation and surveys
- Continuing with the Student of the Month structure; create a structure using the language of Believe, Belong, Become as criteria for choosing students.
- Align this to the Play is the Way 6 motos and continue to infuse this language into our work and interactions with students
- Enriching our monthly assemblies; highlighting groups of students and/or creating family groupings for specific activities
- Continue to emphasize the building of a trauma informed culture for staff and students by being visible in the school, seeing all students as “our students”
- Ensure all students have access to calming spaces and movement spaces as needed
- infusing wellness for students throughout the day, every day, such as Breakfast a la carte, Good Food boxes, classroom circles, Soft Starts
- Ensure the use of the Believe, Belong, Become behaviour matrix is being used at all levels of behaviour intervention
- Create restorative questions for all staff to have on their lanyards
- Teach staff and students how to engage in restorative conversations

#### Advance a continuum of supports by:

- Share continuum with parents in at School Council in September
- Make visible to all stakeholders how to access supports (Family School Liaison Counsellor, Learning Coach)

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth & achievement.





- Digitize the continuum of supports created this year so it is complete with links, can be shared on the website and so that all stakeholders have access to it when they need it.
- Continue to develop and implement a robust local continuum of supports and make it visible and known to all staff, students and families
- Organize the continuum into the areas of Trauma, Restorative Problem Solving, Numeracy, Literacy, CTF/Maker Space, Environment
- Ensure the language of Believe, Belong, Become is infused into our continuum
- Reconfigure PLCs to support the Continuum of Supports, classroom practices, and interventions
- Ensure PLC time is student and staff learning focused.
- Co-create Essential questions for PLC time that guide our work all year, in the areas of Numeracy and Child Development
- Continue and enhance parent communication to develop understanding of student areas for growth and supports available , such as the classroom practices and available interventions (**UFLLI, Bug Morphology, LLI**)
- Create consistency across classrooms around communication home
- Work through the book of Hannah Beach, “Reclaiming our Students”, as a staff to help support our families and our students

#### VIEW OUTCOMES AND INDICATORS

# OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

## GOALS

### Advance innovation and design by:

- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps by
- Creating and implement a strong complimentary course program (Gr. 5-8) using new CTS space and design 6-week courses for the year.
  - Use the new CTF Challenge Idea Generator of FSD to ensure a richer program
  - Create CTF challenges for grade 5-8
  - Participate in Skills Canada Day; a strong and aligned launch for CTF
  - Create student agency by involving them in programming choices
- Celebrating learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities within our locally developed CTF courses and challenges
- School play/production (Trickster Theatre Production)
  - Students are agents of their own learning as they work with an actor to create the script and theme for their class
  - Blackie will be part of a larger cross-Canada theatre work with Trickster around the theme "We all belong"
- Collaborate with industry and educational partners and promote awareness and exposure opportunities for students.
  - BASF
  - Cargill
  - RCMP
  - Volunteer Fire Fighters
- Ensure CTF instruction and challenges align with the CTF/CTS wheel



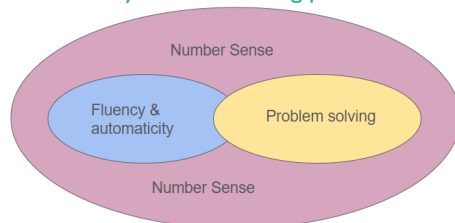
CTF Clusters and Occupational Areas

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

### Advance learning that transfers by:

- Advancing system wide understanding of how the 3 Principals of Deep and Transferable Learning, including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner through:
- Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days.
  - Plan for and with new curriculum to ensure that foundational knowledge is built to ensure students can access deep and transferable learning and work with complex problems over time as they become agents for their own learning.
  - Use of tools, resources and strategies that support student thinking and continue to develop literacy and numeracy skills through divisionally developed resources such as rubrics, progressions, decodable books, ULFI, and math manipulative buckets to make it meaningful for our context
  - Working with complex problems over time to inform the design of complementary courses/CTF (innovation and design framework, alignment from Maker Space – CTF – CTS)
  - Co-create and co-design numeracy learning with The Consortium to ensure our students have strong number sense, have math automaticity and are strong problem solvers.



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- Student agency to ensure the Maker Space and CTF design is tailored to the needs and desires of Blackie students while still meeting the needs of future careers and learnings.
- Family groupings (cross grade groups) focused around Whole School Critical Challenges through Maker Space and CTF
  - Use the CTF Challenge AI generator created by FSD
  - Allow each grade to generate a challenge for the whole school to work on.

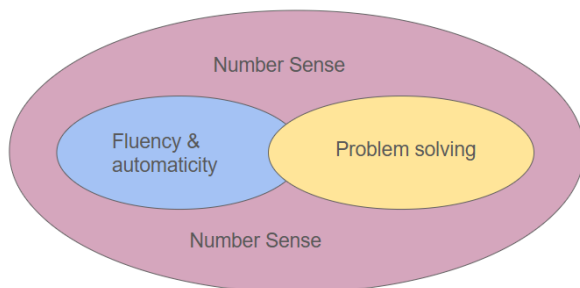
- Ensure challenges are aligned cross-curricular

**VIEW OUTCOMES AND INDICATORS**

## GOAL

### Advance literacy and numeracy by:

- Advancing the use and consistent application of all provincial and local assessment measures to inform teacher practice, school-based interventions, and support student growth and achievement.
- Literacy Intervention Program (**Science** of Reading) developed and implemented across all grade K-8 (UFLI, Bug Morphology).
- Consistent tracking of student progress from grade to grade (**Sparkle Kit, F&P**)
- Planned assessment timelines to shift interventions throughout the year
- Advance system-wide use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Ensuring that the implementation and advancement of the literacy and numeracy programming is based on current research and evidence
- Ensuring systems and structures are in place to support effective literacy and numeracy programming
  - Scheduled and supported targeted intervention called BLT – Blackie Literacy Time
- Providing professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students
- Co-create and co-design numeracy learning with The Consortium to ensure our students have strong number sense, have math automaticity and are strong problem solvers.



## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
  - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
  - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.





- Invite community members and/or parents with expertise in a variety of areas to support the learning and work with deep and transferable learning
- Social emotional learning, community connections and cross-curricular relationships
- Utilize high impact assessment, evaluation and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning by
  - The flexible use of assessment and evaluation tasks and tools in all learning environments
  - Co-creating common assessment tasks in cross-grade PLCs, designing for deep and transferable learning in literacy and numeracy specifically
  - Use the co-created rubrics developed by the literacy and numeracy teams of FSD to assess and align benchmarks across all grades
  - Ensure the use of these benchmarks drives our Professional Development
- Co-planning and designing high yield numeracy instruction strategies to ensure all students are numerate
  - Shift our universal numeracy instruction to ensure that foundational knowledge and understanding is the cornerstone of all work
  - Use data from 2 benchmark assessments (September and June) to guide our teaching and professional development in order to best meet the needs of our students
- Advance the development and application of literacy and numeracy resources and programming to support student growth and achievement through
  - Advance the work of our local teacher-built assessment tools for writing in literacy and number in numeracy
  - Increase utilization of the staff learning link to support teacher design and implementation of effective resources that lead to improved student learning
  - Ensure that the writing assessment tool and number assessment tool is aligned with the needs and development of Blackie students.
  - Co-mark the writing assessment to ensure alignment in all teachers' understanding of the writing continuum

## VIEW OUTCOMES AND INDICATORS

## OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy from 2025-2026

Strategy from 2026-2027

Strategy from 2027-2028

Strategy from 2028-2029

### GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
- Ongoing Professional Learning that promotes and supports all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students
- Ensure the regular and meaningful use of land acknowledgements across the school division that incorporate the following elements
  - Recognize and name the local first peoples using traditional names
  - State positionality with the truth and personal connection to the land
  - Identify next steps: a commitment to reconciliation and action
  - Ensure more meaningful use of land acknowledgements by integrating content within presentations and celebrations
- Increase awareness and recognition to dismantle anti-indigenous racism and stereotypes through
  - Coaching and mentor conversations with Elders, knowledge keepers and Indigenous divisional leadership
- Recognizing and challenging myths and misconceptions about First Nations, Métis, and Inuit peoples and culture
- Challenging stereotypes and biases by building cultural competency and understanding of Indigenous cultures, histories, and worldviews
- Teaching about the historical, social, economic, and political implications of:
  - Treaties and agreements with First Nations
  - Legislation and agreements negotiated with Métis
  - Residential schools and their legacies
- Collaborate with local First Nation, Métis, and Inuit Elders, leaders, and community to support cultural learning and accurate depiction of
  - Indigenous worldviews as evident in curriculum
- Enhance the application of foundational knowledge of First Nation, Métis, and Inuit worldviews through
  - Medicine wheel teachings

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

- Circle of Courage philosophy of resiliency
- Character education and/or 7 grandfather teachings
- Land-based learning
- Etuaptmumk: Two-eyed Seeing
- Honouring significant historical events
- Contemporary issues impacting First Nation, Métis and Inuit communities
- Indigenous art and ceremony
- Holistic models of education, wellness and wellbeing
- Traditional language
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Implement holistic educational approaches that prioritize the interconnectedness of physical, mental, emotional, and spiritual dimensions of learning focused on balance and harmony to promote cultural revitalization and empowerment of Indigenous learner
- Utilize authentic resources to support high-yield instructional tools and strategies by
- Accessing and sharing The Truth & Reconciliation for Learner Success Toolkit “Resources” page making available resources, within and outside the school community, to enhance student learning and development
- Sharing authentic Indigenous resources, Indigenous authored books, and artifacts relevant to curriculum in a way that celebrates the unique cultures of First Nations, Métis, and Inuit peoples and builds the capacity of the school community to support Indigenous student success
- Invite local Indigenous Elders, knowledge keepers, leaders, and organizations to support learning experiences for all students across all subject areas that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and people
- Consult with Elders, knowledge keepers, cultural advisors, and divisional coordinator of Indigenous education to support decolonial and indigenized instructional and assessment practices that
- Promote the recognition of relevant and authentic resources while highlighting the distinction between cultural appreciation and assimilation
- Support holistic and trauma informed practice by creating safe, supportive, and inclusive learning environments that honour Indigenous cultures, histories and identities so that Indigenous students feel supported, understood, and able to fully engage in their learning
- Create culturally responsive classrooms and teaching practices that acknowledge and respect students’ cultural backgrounds, languages, and identities and meet the needs of diverse learners
- Enhance student, teacher, and school leader’s understanding of historical, social, economic, and political implications of
- Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

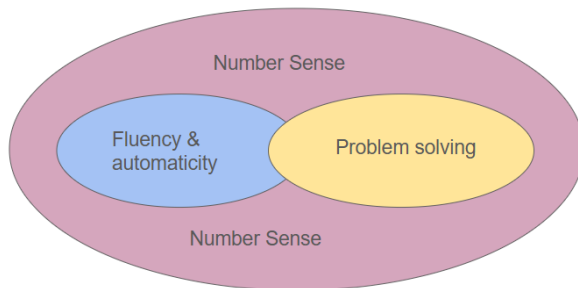
- Treaties and agreements with First Nations legislation and agreements negotiated with Métis
- Residential schools and their legacy
- Advance the understanding of the principle of two-eyed seeing and land-based learning to deepen curricular outcomes and instructional practices that are inclusive and equitable
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Maintain a commitment to Indigenous education in response to Call to Action No. 63 by
- Teaching historical truths from First Nation, Metis, and Inuit perspectives
- Deep and transferable learning of treaties including treaty rights and responsibilities
- Sharing information and best practices on teaching curriculum related to residential schools and Indigenous history
- Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture
- Identify professional learning needs of teachers and divisional staff to support engagement in self-reflection of an individual's journey in Truth and Reconciliation and recognize existing biases both conscious and subconscious
- Build, strengthen, and maintain reciprocal and respectful relationships between Indigenous peoples and non-indigenous peoples by respecting and honouring Indigenous worldviews
- School wide field trip to Blackfoot Crossing to start the year
- Inviting First Nations Stampede Princess to celebrate with us as part of our Blackie Bulldog Buffet Breakfast with the Calgary Stampede Better Batter Boys.
- Connect with Highwood High School for Red Dress Day to have Blackie Students join in the learning and authentic experiences

## VIEW OUTCOMES AND INDICATORS

## GOAL

### Advance excellence in teaching, learning, and leading by:

- Professional learning will apply educational research to improve professional practice
  - Use services, supports and resources, collaborate between schools and utilize education partners in professional learning
- Teachers and leaders engage in career long learning and ongoing critical reflection to improve teaching, leading and learning by
  - Continuing to refine our practice to create interventions and universal continuum of reading instruction
  - Using assessment measures/data to inform our instruction and interventions
  - Twice yearly one on one meetings around IPGPs
- Develop and demonstrate a professional body of knowledge and provide instructional leadership through the development and/or continuation of
  - High yield strategies for strong literacy practices that are aligned from K - 8
    - UFLI
    - Bug Club Morphology
    - Bug Club Phonics
    - Literacy games
    - Guided reading and writing
  - High yield strategies for strong numeracy practices that are aligned from K-8
    - Co-create and co-design numeracy learning with The Consortium to ensure our students have strong number sense, have math automaticity and are strong problem solvers.



## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)





- Decide on a research based, commonly used math resource to help guide our teaching and the students learning.
  - Ensure tier 3 math vocabulary is being taught in all grades
  - Ensure progression from concrete-pictorial-symbolic is a key teaching strategy for numeracy
- Development of targeted intervention groups around the areas of literacy and numeracy in order to close learning gaps that are identified through assessment data
  - BLT across all grades
- Create inclusive learning environments where high quality teaching, learning, and leading occur through
  - Further development of a visible continuum of supports for all students
  - Build teacher and leader capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices
  - Align this work to Believe, Belong, Become so all adults are using the same language with students
  - Equitable allocation of Educational Assistant time to ensure support is placed where and when it is needed
  - Purposefully combining grade level groupings to leverage different areas of strengths amongst teachers.
    - Physical education
    - CTF
    - Music
    - Art
    - BLT

## VIEW OUTCOMES AND INDICATORS