



# A VISION THAT TRANSFERS

Read the FSD 2021-2024 Year 3 Education Plan here

## SUCCESS

Innovation and Design  
Learning for Transfer  
Literacy and Numeracy  
First Nations, Métis & Inuit  
Student Success  
Advance Excellence in  
teaching, learning & leading

## ENGAGEMENT

Stakeholder Engagement  
& Communications

Continuous Improvement  
& Assurance

EDUCATION AT THE  
CENTRE  
OF A  
FLOURISHING  
COMMUNITY

## SUPPORT

Wellness & Well-Being  
Continuum of Supports

## ENGAGEMENT

### OUR SCHOOL'S ENGAGEMENT STRATEGY

#### Strategy(ies)

1. Increase student engagement through monthly feedback sessions
2. Increase staff engagement through weekly meetings and embedded PLC time
3. Update parents on Ed Plan progress at School Council meetings
4. Meet regularly with community stakeholders
5. Provide weekly communications to parents

## SUPPORT

### OUR SCHOOL'S SUPPORT STRATEGY

#### Strategy(ies)

1. Continued focus on Social Emotional Learning. Coordinate with FSLC to develop and implement a Wellness program for students.
2. Regular Wellness Check in with students and staff, driven by student matters for student check-ins.
3. Dedicated Wellness time on PD Days
4. Refine, display, and refer to our continuum of supports.
5. Use time during PLC meetings to truly understand Universal, Targeted, and Individual supports for students.
6. Develop and implement a Response to Instruction model.

## SUCCESS

### OUR SCHOOL'S SUCCESS STRATEGY

#### Strategy(ies)

1. Create and implement a strong complimentary course program (Gr. 5-8) using new CTF space and involve students in programming choices and in collaboration with Cayley and Highwood.
2. Use the new curriculum, PLC time and collaboration with Cayley to continue the work around deep learning that transfers.
3. Create a system of data collection and analysis to implement a strong and cross grade literacy and numeracy intervention program.
4. Connect with elders and our Divisional Indigenous Learning Facilitator. Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students.
5. Develop a strong, school wide, understanding of who we are as Black Bulldogs. Gather student and staff voice to develop essential understandings "Believe, Belong, Become".
6. Align our Assessment and Reporting practices with our daily instructional practices.

# TRANSFORMING OUR VISION

Learn more about how we are living the Education Plan here

