Blackie School Education Plan

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

THE FUTURE IS NOT SOMETHING WE ENTER.
THE FUTURE IS SOMETHING WE CREATE.
Our future is created by the young people in our classrooms today,
fostered by the educators invested in the pursuit of their potential,
and nurtured by the same community that will be the beneficiary of what they create.

EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Blackie 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
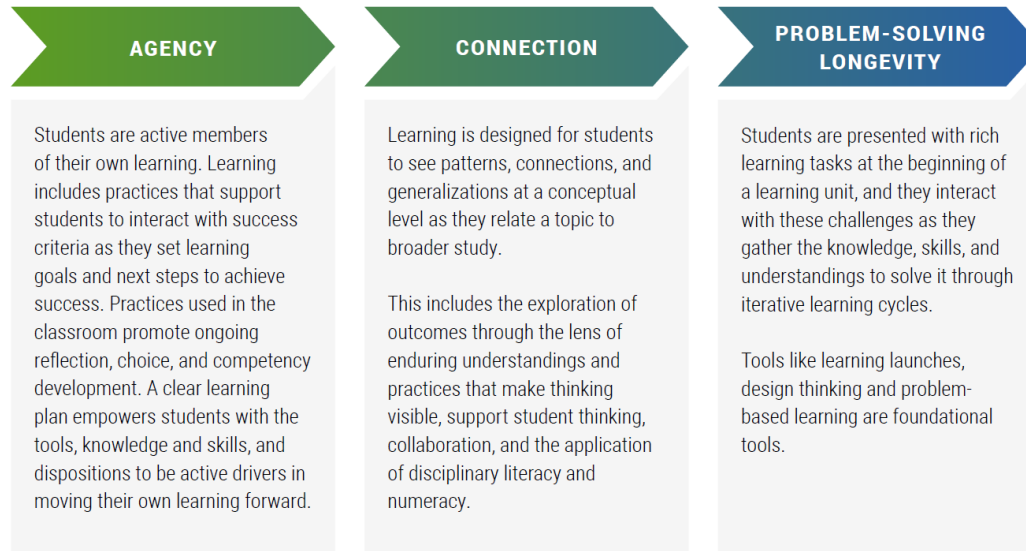
Accountability and Assurance

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.

Our Story of Learning

THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

Our Vision	**Commitments**	**Our Priorities**
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!	▪ 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	**Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities. **Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive. **Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership.
Engagement	**Support**	**Success**
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**

Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **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.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **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.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

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 100 students, Blackie School programs for students in Junior Kindergarten to Grade 8. Blackie School is rooted in tradition.

Our school has 15 staff members who work either full or part-time, with the principal and having the opportunity to provide instruction 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. The majority of the older students have been taught by most of the teachers on staff. Combined, these two factors lend themselves to creating an environment where children know they are an important part of a thriving community.

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 consultation 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 learning for transfer so that our students have the opportunity to demonstrate their knowledge and skills learned in the classroom to new and unique situations in alternate settings. We have also worked intentionally to build staff efficacy and awareness of the social-emotional needs of our students. To this end we worked closely with the our Family School Liaison Councillor and other outside agencies in order to build staff capacity in dealing with child and adolescent mental health.

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 as our modernization is complete. Our new space enables various community groups to hold events in the building.

Our Celebrations and Highlights

- Established a safe, caring and welcoming environment for all members of our school community
- Recently underwent a modernization that has updated our physical space and allowed for more variety in programming complementary courses and connect us more deeply to community groups

- **Focus on outdoor learning where we have seen benefits in both academics as well as social emotional outcomes**
- **Commitment to developing strong inclusive teaching and learning practices to support all learners**
- **Strong focus on leadership development where our students take ownership of leading various celebrations throughout the year**
- **Strong partnership with Cayley School in both Band and CTF**
- **Partnership with Ecole Highwood High School to build effective transition plans for our grade 8 students**

Our Annual Education Results Report 2021-22 Key Insights
Key Insights for Engagement
Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance

Areas of Strength	**Areas for Growth**
Areas of Strength: • Blackie School has a deep sense of community and tradition • All stakeholders are given voice that is valued and respected • As a small community we have access to many local resources (both human and otherwise	Continuing to "iron out" some of the complexities of the our school as a school as well as a community hub Driven and committed school council, but would like to expand the group
	Next Steps Stakeholder engagement sessions – Parent and student focus groups Continued work around vision and mission

Key Insights for Support

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

Areas of Strength	**Areas for Growth**
Areas of Strength: • Safe, Caring and Welcoming Environment as perceived by both parents and students • External Resilience is relative strength	Need to focus on self confidence in students Need to focus on Internal Resilience
	Next Steps Student Focus group as well as parent focus group to analyze data Gain staff voice in determining their insights around student self confidence

Key Insights for Success

Advance Innovation and Design

Areas of Strength	Areas for Growth
- Collaboration between Cayley and Blackie and Highwood to develop complimentary courses for grade 6-8 - Growth across all measures in student intellectual engagement survey	Continue to design learning that incorporates concepts learned in core classes into CTF opportunities
	Next Steps Continued partnership between schools to create innovation and design challenges

Advance Learning that Transfers

Areas of Strength	Areas for Growth
Deep focus on understanding new curriculum and the opportunities provided within it for deep and transfer learning	
	Next Steps Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days.

Advance Literacy and Numeracy

Areas of Strength	Areas for Growth
• Strong teaching practice around numeracy and literacy • Division supported numeracy and literacy intervention program	Making sure that we are using the human resources in our school to most effectively support learning
	Next Steps

	Rethinking and redeveloping our continuum of supports
	Developing systems and structures that are aimed at closing gaps in learning

Advance First Nations, Métis, and Inuit student success	

Areas of Strength	Areas for Growth
- **Focus on First Nations, Metis and Inuit outcomes in new curriculum**	**Working to gain a deeper cultural understanding of First Nations issues in our community**
	Next Steps
	Defined time for indigenous lead teacher to share learnings during staff meeting
	Provide student voice and insight by analyzing first nations perspective

Advance Teaching, Learning and Leading	

Areas of Strength	Areas for Growth
Collaboratively creating our vision and mission so that it aligns with the current reality of our team	Continue building skill and understanding around learning for transfer
	Continue learning how to meaningfully implement new curriculum
	Next Steps
	Tightly structured professional learning days

	that reflect divisional and school goals
	Create staff planning team to design learning for PD days

Our Story of Engagement

At our School

Blackie School is a safe and caring place that welcomes all members of our learning community. We have a highly collaborative school team that regularly meets in order to enhance and refine the vision and mission of our organization and to create high quality learning opportunities for each learner.

Student voice is of the utmost importance in school improvement. As we prepare students for 21st century learning through the lens of the competencies of successful learners, it is a responsibility of our school team to give them a platform to demonstrate these competencies. In Blackie school this platform takes shape in both formal and informal ways. Monthly meetings between Student Matters representatives and the school administrative team provide opportunity for students to engage in conversations around decision making, education plan progress and refinement of student engagement strategies. As we plan forward it will be important to embed the concepts of Engagement, Support and Success in our school vision and mission so that they can be referred to regularly with our entire student body, thus creating the conditions where communication with students provides assurance to all stakeholders.

Throughout the year we revisit our education plan with our staff team. On an ongoing basis our team makes evidence based decisions that informs practice on the universal, targeted and when necessary individual levels. Strategies to improve teaching and learning in our school are developed and reflected upon and refined during PLC meetings and professional development days. It is important to note that decisions around learning are made collaboratively to promote consistent learning experiences school wide, while also respecting staff autonomy to work with students in a manner they feel is most effective given their context.

Our parent community are strong partners in learning at Blackie School. We regularly engage with our active and invested school council that has great interest in advancing educational opportunities for all learners. Most recently our school council has pushed for improvement of learning by spearheading the campaign to have our building modernized. Their partnership in this effort will lead to improved academic and social emotional programming for students in every grade across our school. Throughout our time here at Blackie

School we have maintained an open door policy with our parent community who have proven to be open, honest and collaborative communicators that have the best interest of their children at heart.

During our recent modernization we have had the good fortune to work closely with a number of community groups and associations. We have partnered with the Blackie Agricultural Society in the past in order to access the arena for both our skating and hockey programs. More recently we worked in conjunction with the Ag Society to move our entire school into the arena for part of May and June in the 2021 school year. Part of the rationale behind the modernization of our school was to make the physical space more amenable to community group use. To this end the Blackie Lions Club has been engaged in both the design aspects as well as making a substantial financial contribution to our community kitchen. Our partnership with the Lions dates back much further than recent modernization as they have been key partners in supporting learning in our school for a number of years.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance stakeholder engagement and communications: Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: ▪ governance aligns with and is responsive to the needs and expectations of the learning community ▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system ▪ communication provides assurance	▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans ▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Provincial

▪ **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

▪ **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have

improved or stayed the same the last three years.

▪ **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

▪ **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

▪ **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

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

Strategies to Advance Stakeholder Engagement

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

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Student Engagement - - Open, honest and regular opportunity for students to engage directly with the administrative team around strengths and areas for refinement in the school. This could include monthly focus group meetings with Student Matters reps as well as other students across all grade levels.

Classroom suggestion box - Reps can look through the boxes and brainstorm ideas/solutions

Field trips/ Interest projects/ Passion projects.

Strategy 2: Staff Engagement - Weekly Tuesday briefings followed up with briefing notes for all staff. Weekly, embedded PLC meetings to work towards support and success goals.

Strategy 3: Parent Engagement - Time during school council meetings to update families on Ed. Plan progress and to gather feedback on learning and operations.
-Local Parent Survey to collect voice and inform decisions around student learning and wellness

Strategy 4: Community Engagement - Regular meetings with Blackie Community Association, Blackie Ag Society and Blackie Lions Club in order to

continually monitor how the school and community groups can support each other. This will be of particular importance when modernization is complete and we will be sharing physical space. – (This will look different in 2023/24)

Strategy 5: Communications - Weekly news letter (Blackie Bark) from admin team to keep families and community apprised of school activity. Teachers will continue to develop communication plans that outline how learning will be regularly communicated from the classroom level.
AP 360 – updated system of reporting

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility	▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity ▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans ▪ fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements ▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

Measures and Targets

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

Provincial

▪ **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

▪ **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

▪ **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

▪ **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

▪ **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

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

Strategies to Advance Continuous Improvement and Assurance

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

*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Advance school-based community engagement to ensure Blackie School is capturing and responding to the voice of all of our stakeholders.

Strategy 2: Advance the understanding of students, staff, and parents around leveraging assurance data to collaboratively plan for improving student growth and achievement through focus groups, led by Student Matters to discuss and implement best practices around communication and collaboration

Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.

Our Story of Support

At our School

Our story of support at Blackie School begins with an open, trusting and honest culture where voice is valued and perspectives are thoughtfully considered. Our school team works closely with students and families to determine individual needs and plan to meet those needs accordingly. It is our belief that we must support both the heart and head of each student in order to create a safe environment where learning can be maximized. We are intentional about using the language of the competencies of a successful learner as we support student well being and growth.

As a team we have invested considerable time and resources into supporting the wellness of everyone in our school community. Early data indicated that our grade 5-8 students were struggling with resiliency and self confidence. In order to address these areas we took the step of accessing our Minds Matter team, implemented regular start of week and end of week circle time where students could share their thoughts and ideas and engaged our Student Matters committee to brainstorm root cause and potential strategies to mitigate them.

Over the last 4 years at Blackie School our team has worked intensively on developing a school wide philosophy on Inclusive learning and then actualizing that philosophy by implementing practical strategies to support each learner. As an example the early work of our PLC team was to define our vision and mission around inclusive learning and then start creating a pragmatic continuum of supports that could be used to support each learner in class.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a 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	▪ 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 ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities

	and how to manage health stress and traumatic stress	▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Strategies to Advance Wellness and Well-being
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: Continued focus on Social Emotional Learning. Coordinate with FSLC to develop and implement a Wellness program for students

Strategy 2: Regular Wellness Check in with students and staff, driven by student matters committee for student checkins

Strategy 3: Dedicated Wellness time on PD Days

Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe	▪ 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

	▪ 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	safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Provincial
▪ **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
▪ **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local
▪ **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
▪ **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
▪ **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance a Continuum of Supports
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Refine, display and continually refer to our continuum of supports that was first developed in fall 2019.

Strategy 2: Dedicated time during PLC meetings to deepen understanding around Universal, Targeted and Individualized supports and how they apply to particular students in our school.
Strategy 3: Developing and implementing Response to Intervention model in order to support all students

Our Story of Success

At our School

Learning in our school is diverse with many formal and informal opportunities for students to demonstrate their knowledge, skills and understandings in a number of settings. Defining personal excellence has been at the core of our work with our students, staff team and parents. We have an understanding that all learners are at different places in their educational journey, but when we give them voice in what excellence means to them they are empowered to learn and grow to their fullest potential. It is our aim to help students understand where they are, where they want to be and how to get there.

As a staff team we have worked to develop high quality literacy and numeracy supports in our school. PLC groups work collaboratively to design learning opportunities that can be universally accessed by the students in our school. More targeted supports take shape in the form of targeted reading and numeracy intervention groups that are supported by both teachers and support staff. Benchmarking assessments such as RRST, F&P and GRADE are used to help determine which students might require small groups support, but these assessments are combined with teachers' professional judgement in order to best support student need.

Over the last year we have made the decision to focus more whole heartedly on learning outdoors. Each grade level has begun undertaking the process of looking at curricular outcomes and then orienting teaching and learning strategies toward those outcomes in an outdoor setting. This learning has taken shape in the form of simple tasks like taking a class outside to read and then having them reflect on the story, as well as more complex learning tasks like reviewing science vocabulary through an orienteering activity. Both teachers and students have reported that in the outdoor setting students are more engaged, more calm and more reflective on their work. As we have seen these benefits this learning will continue to be a priority moving forward.

Our school is extremely fortunate to have a maker centered learning commons where students can create and build in a variety of ways with a number of materials to demonstrate their learning. In the coming years we see this space (supported by both teachers and learning commons facilitator) becoming central to student learning in our school, especially as we work to build teacher capacity around innovation, design and maker centered learning.

Goal	Outcomes	Indicators

Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance innovation and design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

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

▪ **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.

▪ **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.

▪ **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

▪ **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

▪ **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

▪ **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

▪ **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

▪ **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

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

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

Strategies to Advance Innovation and Design
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Create and implement a strong complimentary course program (Gr. 5-8) using new CTF space

Strategy 2: Create student agency by involving them in programming choices

Strategy 3: Continue to develop strong partnership with Highwood High School and Cayley school to allow students collaborative opportunities in CTF

Goals	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance learning that transfers: Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	▪ learners will be able to explore and develop their skills and passions and achieve their highest potential ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts	▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, 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.

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: Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days.

Strategy 2: Deep focus on understanding new curriculum and the opportunities provided within it for deep and transfer learning. Science in addition to all other areas
Strategy 3: Collaborative planning with Cayley School to provide students opportunity to demonstrate transfer of learning

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

▪ **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)
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Literacy and Numeracy
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement
*Strategies continued from 2021-22 (Year 1)   *Strategies revised or added for 2022-23 (Year 2)   *Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Literacy Intervention Program developed and implemented across all grade K-8.

Strategy 2: Flexible groupings between classes to allow for targeted intervention

Strategy 3: Timely and accurate and regular data collection to inform instructional decisions on literacy and numeracy.

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance First Nations, Métis, and Inuit student success: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	▪ 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.

▪ **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: Connect our Indigenous Learning Lead teachers with Divisional Indigenous Learning Facilitator in order to create embedded time at PLC meetings and PD Days to advance staff understanding of First Nations, Metis and Inuit histories, contributions and perspectives.

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	Outcomes	Indicators

Desired Result	Measurable statements of what FSD seeks to achieve	Indicators of achieving outcomes
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*	▪ 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

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

Provincial

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

Local

▪ **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

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

Strategies to Advance Excellence in Teaching, Learning, and Leading

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: Continued Focus on Learning for Transfer on all PD days for staff in order to build teacher efficacy. This professional learning will be brought to life for students

through our school wide playground planning project.
Strategy 2: Blackie Culture – who are we as Blackie Bulldogs. Develop Essential Agreements, etc
Strategy 3: Assessment and Reporting.

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