

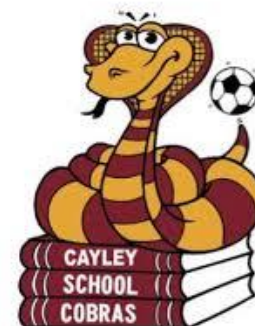


# 2024 – 2029 EDUCATION PLAN YEAR 2

## Cayley 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

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

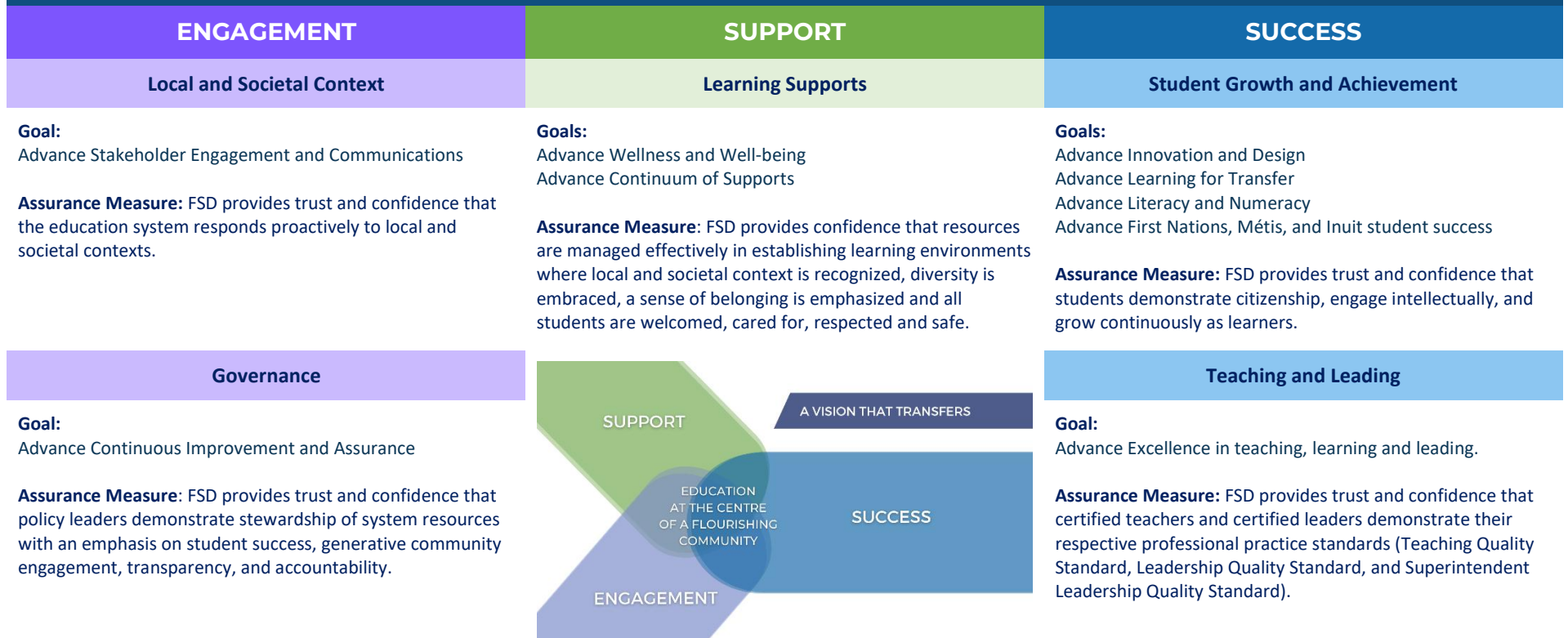
ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
<ul style="list-style-type: none"><li>• Alberta’s students are successful</li><li>• First Nations, 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





## OUR SCHOOL

Cayley School is a rural K-8 institution situated at the southern end of the Foothills School Division. Our student population has varied between 95 and 120 students in recent years, fostering a close-knit and supportive community. Our dedicated staff includes one administrator, five teachers, a regional middle school band teacher, a part-time family school liaison counsellor, a learning commons facilitator, a learning coach, and four educational assistants.

In addition, we proudly encompass three Colony Schools: Cayley Colony, MacMillan Colony, and High River Colony. These schools are supported by three lead teachers, one teacher, and one support staff member, collectively educating approximately 60 students from grades K-12.

### KEY INSIGHTS

## 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:

- Improve school council educational opportunities around school education plan, improvement plans.
- Establish a monthly assembly structure that recognizes student achievement and celebrates Cayley School.
- Offering parents various learning sessions catered to current issues/needs
- Creating opportunities to connect with our community including having coffee mornings

#### 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.
  - Gathering staff feedback on data as it becomes available
  - Utilizing our Shared Leadership Team to make informed decisions about the direction of staff learning
- **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.
  - Covering data-points from collected surveys with School Council
  - Working through data with staff to help inform PD direction

### 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.

- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
  - Implementing tips into Principal's Newsletter weekly for parents/guardians to read



[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:

- Starting new structures such as lunch with the principal to create a welcoming space, as well as to gather student voice
- Continuing our Golden Ticket structure, and adding a student-to-student element where they can recognize each other for kind acts
- Improve our understanding of trauma-informed culture through targeted staff and student learning opportunities.
- Continue and expand upon Cobra Club/Cobra Family structures to support student engagement and well-being

#### Advance a continuum of supports by:

- Build in more intentional time to meet as a learning services team to review students at risk and problem solve how to support students as a whole
- Establish a culture of restorative practices as it relates to student discipline and community building

### VIEW OUTCOMES AND INDICATORS

### 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.





## 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:

- Improve elective/complimentary courses for junior high students by utilizing our community to help offer authentic options.
- Increasing the number of Cobra Clubs we offer to improve choice and variety
- Implementing CTF learning into daily practice more effectively
- Using the divisions Copilot CTF generator to help with this learning

#### Advance learning that transfers by:

- Design learning tasks that allow students to apply large concepts in practical, real-life contexts.
- Advance conceptual understanding of numeracy and literacy through targeted staff learning opportunities that better support student thinking routines and problem solving.

### VIEW OUTCOMES AND INDICATORS

### 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.

## GOAL

### Advance literacy and numeracy by:

- Alignment of literacy and numeracy practices within school continuum of supports.
- Using more targeted interventions with more Learning Coach time being made available

## VIEW OUTCOMES AND INDICATORS

## 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.



## 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.
- As a staff, we will take part in more intentional learning that staff can use in their daily practice
- Looking at doing a “book club” as a staff aimed at improving our learning and understanding
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Continued focus on cultivating a sense of belonging through intentional development of safe and welcoming school cultures by advancing, sharing, and celebrating First Nation, Métis, and Inuit cultural knowledge throughout school year beyond Sept 30th and June 21st
- Support the implementation of Truth and Reconciliation Commission recommendations.

### VIEW OUTCOMES AND INDICATORS

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

## GOAL

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

- Continue developing our Shared Leadership Team and looking for ways to improve our teaching practices as a whole staff
- Advancing a trauma-informed culture that offers intentional supports for all learners
- Provide authentic professional learning opportunities for staff that advance teacher capacity as providing learning for individual students

## VIEW OUTCOMES AND INDICATORS



## 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)