

Welcome to our Cayley 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

Cayley 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 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

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Our School

Cayley School is a rural K-8 school located at the southern end of Foothills School Division. It has an annual student population that has fluctuated between 98 to 140 students in recent years. The school has a staff that consists of one administrator, six teachers, a regional middle school band teacher, a part time family school liaison counsellor, a learning commons facilitator, learning coach and three educational assistants. We are also comprised of three Colony Schools: Cayley Colony, MacMillan Colony and High River Colony. Our Colony schools have three lead teachers, 2 additional teachers and one support staff. The colony schools together have a current student population of 59 students enrolled in grades K-12.



Our Celebrations and Highlights

Cayley School is a student-centered school which places a focus on meeting the individual needs of each learner. The students and staff of Cayley School are highly connected to their local community and there is a focus on developing students who care about and make meaningful

contributions to their local community and beyond. A school wide focus is placed on the development of literacy skills for each of their students. Staff meet each student where they are at with their reading skills and aim to progress using universal classroom instruction, small group reading interventions and one on one support when required.

This year there were numerous celebrations and highlights. This year, we spent time re-imagining some of the structures that Cayley School has had in the past and evaluating some innovative ideas for next year. We wanted to include more leadership and student voice opportunities at Cayley School for all our students. This year, we continued with a small group of dedicated students to participate in FSD Students' Matter committee, and then also had these students act as the main leaders within our Cobra Committee. We felt that in doing so, our students were given meaningful leadership opportunities within the school, and it united these two groups with a sense of purpose. As a staff, we also re-introduced Cobra Families as multi-aged groupings for school-based activities this year, which helped to build strong relationships and give older students a leadership and mentoring opportunity. Opportunities were given to students throughout the year to share their voice in school decisions. For example, we gathered voice for new playground equipment, and created an Equipment Management Team for students to maintain, manage and check out equipment at each recess. We also ran two special school events this year, a wellness day and a leadership day. These days included different sessions for students to attend around topics such as leadership, building self-esteem, Cobra Creed as well as sessions around student interest such as Drumming Circle, Yoga, Nutrition, Wildlife Conservation etc.

As a staff, we went through the process of revitalizing our Cobra Creed and in doing so created actionable agreements for both staff and students. These agreements outline the shared agreements we will take as members of Cayley School to continue to make Cayley a wonderful place to work and learn. This will set the basis for conversations around expectations and student code of conduct work that we will do with our school community next year.

Cayley School has also continued to have timely communication between school, home, and community. This year, we re-visioned our weekly update into a more user-friendly version, highlighting the celebrations from each week, including reminders and information for family, an update from school administration and a section for any relevant community information. These updates are shared out to school families each week and we have had a positive response to these updates. Classroom teachers and administration also collaborated to ensure that there was a school wide communication plan for student progress throughout the year as the school division changed Learner Profiles to twice per year. Staff also shared regular communication with families throughout the year.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

**Advance Stakeholder Engagement and Communications
Advance Continuous Improvement and Assurance**

Areas of Strength

- Cayley School maintains higher satisfaction from parents, staff and students than the provincial averages in all areas of the Assurance Survey (see above)
- Cayley School maintains high levels of satisfaction with the quality of education that their children are receiving

Areas for Growth

- Decrease in percentage of parents satisfied with parental involvement in decisions about their child's education.

Next Steps

- Through weekly updates, providing parents with information regarding school initiatives
- Weekly updates acting as a place to open a dialogue with parents about their children's schooling
- Providing opportunities for feedback and participation in school programs and initiatives when appropriate
- Volunteer Program to support with literacy and numeracy in the classroom, as well as Hot Lunch Program
- Making connections with our community to explore different careers and skill sets to support CTF Programming (ex. Hunters Education, Trades, Skills Exploration Day etc.)
- Building in opportunities for voice from all students at Cayley School

Key Insights for Support

[Policy 14: A Place for All](#)
[Safe Positive Schools](#)

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

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Student levels of internal resilience have improved over the past 3 years • Alberta Education Assurance Survey indicates excellence in area of Safe, Caring and Welcoming Schools • Alberta Education Assurance Survey indicates excellent access to student supports and services at Cayley School • Teacher communication with families on an ongoing basis • All classrooms taking part in Literacy Screening and Fountas and Pinnell Benchmarking to name student needs early in school year • Established Levelled Literacy Intervention Programming led by Learning Coach • 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Continue to grow and learn about how to strengthen internal resilience and promote students making healthy choices • Increase opportunities for student voice • Supports for students struggling in numeracy • Consistency with communication of student learning across grade levels with shift in learner profile and conference schedule
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • One on one follow up for clarification on SOSQ responses - (What is going well, what can we improve, how can we support students better) • Create opportunities for health and wellness programming across grade levels, targeting areas such as inclusion, mental health & wellness throughout the year • Creation of Cobra Families K-8 and opportunities for school community involvement • Increasing student voice and ownership in program planning through Students Matter and Cobra Committee • School wide recognition for positive choices and contributing to a safe, caring and welcoming school environment • Create Cayley School Communication Plan to ensure regular and prompt information about student progress is consistent for every student • Revisiting the Cayley Cobra Creed to redefine and support Cayley School as a

	<p>safe, caring and welcoming school environment.</p> <ul style="list-style-type: none"> • Creation of Cayley School Continuum of Supports for Students in Literacy and Numeracy
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Key Insights for Success
Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success

Advance Innovation and Design

<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Students reporting that Cayley School staff have high expectations for their students • Students reporting acceptable levels of effort relevance, rigour and effort overall • Weekly time for each grade level in CTF and/or Makerspace in the Learning Commons 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Making connections between curricular outcomes and real-world relevance or application in Social Studies and English Language arts • Increasing opportunities for student engagement across grade levels and subjects <hr/> <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Create CTF Model for Grades 5-8 Students • Exploring opportunities to collaborate and make learning engaging for all students with new curriculum in mind
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Advance Learning that Transfers

Areas of Strength	Areas for Growth
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<ul style="list-style-type: none"> • Growth plans created by each teacher to address an area of focus • Teacher professional learning with My Blueprint and incorporating into our curricular areas such as CTF, Health • CPIP Grant will allow for support for collaboration with Blackie, Highwood and Cayley School 	<ul style="list-style-type: none"> • Strengthen process and incorporate more sharing and professional development into regular staff meetings • Opportunities for exploration of new curriculum
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Partnership with Cynthia Glaicar for Professional Development and coaching for PLT structures and processes for 2022-23 school year • Continued use of and creation of Portfolios in all classrooms to highlight student work • Create Cayley School CTF Program (design and structure/timetable) for upcoming years
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Provincial Achievement Tests indicating students are meeting acceptable standards in both ELA (100%) and Social Studies (91.7%) • Grade assessment indicating that Vocabulary and Comprehension skills are improving (over 75% of students meeting expectations for grade) • MIPI results in each area either improved or stayed consistent with past years 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Provincial Achievement Tests indicating students are struggling more with Science and Math (less than 75% meeting acceptable standard) • Grade assessments indicating that students are struggling with listening component of this assessment (but have improved from last year) • MIPI Number sense is an area of focus for improvements (Covid disruptions in learning were found, learning gaps still needing to be addressed) <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Continue with LLI structure for literacy instruction and support in small groups

	<ul style="list-style-type: none"> • Support educational assistants with learning in both literacy and numeracy interventions and working with learning coach to effectively implement • Build regular PLT structure into our monthly meetings, working with Learning Services team to enhance PD and PLT learning time
Advance First Nations, Métis, and Inuit student success	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Increasing resources in Learning Commons to support building our foundational knowledge about Indigenous Perspectives, and students accessing these resources to learn • Promoting Candian Resources to learn about the land and history and inclusivity through programs like Rocky Mountain Book Awards 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Making our learning visible to our school community • Staff are indicating Indigenous learning opportunities as an area of growth and learning for themselves <p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Incorporating more opportunities for school wide learning • Incorporating more diverse perspectives into our classroom and school (read aloud, novel studies, classroom libraries, discussion topics, learning commons, school wide presentations and programming)
Advance Teaching, Learning and Leading	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Solid foundation with Cayley school vision, mission and values has been created over the years • Staff enjoy working together and feel a powerful sense of professional responsibility to continue to learn and grow as professionals 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Commitment to continuous improvement, as staff and administration have experienced changeover over the last few years,

	<p>there is a sense that we can recommit to this</p> <ul style="list-style-type: none"> • Need to revisit structures in place to support staff learning at the school level (time and resources are a factor with small schools)
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Re-evaluate and re-imagine the Cayley Cobra Creed, including voice from all stakeholders • Build structures for sharing of practice and opportunities for collaboration into staff meetings and local professional learning days • Continue to seek opportunities where we can share and learn from each other in order to grow in our practice

Our Story of Engagement

There are four questions that guide decision-making in Cayley School relating to Learner Engagement. Is the learning authentic? Is it strategic? Is it measurable? And, is it sustainable? If the answer is yes to all of these questions, then the school can confidently say that any learning that is taking place is purposely and strategically designed to be engaging. As well, as teachers create a culture of thinking in their classrooms and apply the principles of concept-based teaching and learning, we have seen students significantly more engaged in their learning. When learners can see the relationship between the concepts they are learning and meaningful real-life application, they cannot help but increase their engagement. This principle, commonly referred to as “transfer”, is key to deeper learning at all levels at Cayley School.

Through learner engagement, we build our Family Engagement. Family engagement increases when learner engagement is high, timely communication with stakeholders is occurring and families are feeling that their voices are being heard. Cayley families can expect to hear regularly on student progress through student support meetings, Individual Learner Profiles, Learner Profiles and Conferences and accessing student Edsebli accounts. In addition, teachers communicate with classrooms on a weekly/ bi-weekly basis via email. Families can follow along with the school learning journey for the year via our Cayley School Weekly Updates, School Council Facebook group, and our Cayley School Instagram account. Families and community members are welcome to join our Cayley School Council monthly meetings where they can further engage in our learning journey, participate in enhancing school learning through volunteer opportunities and advocacy and advise administration and school staff on a variety of topics each month.

Community engagement is important to staff and students at Cayley School. We seek to integrate students into the Cayley and Foothills community in a variety of ways. Cayley students regularly participate in Community Walk-about, Cayley School Halloween Parade, community empathy projects such as: Christmas Food Hampers, Spring Tea, etc.

For further information on ENGAGEMENT follow links to:

[Cayley School Council Website Page](#)

Cayley School Council Facebook Page- @CayleySchoolCouncil

[Cayley School Instagram Account](#)

[Cayley School Twitter Account](#)

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance stakeholder engagement and communications: Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ▪ governance aligns with and 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 	<ul style="list-style-type: none"> ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans ▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Stakeholder Engagement

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

- Rocky Mountain Book Awards for students in grades 4-6
- Elementary Fiddle Program for students in grades 4-6
- Regional Band for students in grades 5-8 in collaboration with Blackie School and Highwood School
- Extra-Curricular Athletic Opportunities for students in grades 5-8
- Opportunities for co- curricular music including Band at Lunch, Fiddle Club and Ukulele Club
- Students Matter for students in grades 5-8
- Cobra Committee for students in grades 4-8
- Spirit Days as planned by Cobra Committee Leadership group
- Morning Announcements each morning for Cayley Cobra students and staff are built collaboratively
- Cobra Clubs on Friday afternoons to allow students to explore topics of interest to them

Strategy 2: Staff Engagement

- Monthly Staff meetings for administrative topics, professional learning, and school organization
- Staff Professional Learning Days with embedded time for PLT groups to meet
- Embedded time for staff collaboration with teaching partners once per week

Strategy 3: Parent Engagement

- School Council & Fundraising Society monthly meetings
- Cayley School Council Facebook Page
- Cayley School Instagram Account to share our learning story
- Beginning to re-engage school volunteer program post covid restrictions (revamp Volunteer Handbook) for Hot Lunch and Field Trips
- FSD parent learning sessions as part of school council meetings

Strategy 4: Community Engagement

- Ongoing relationship with Oddfellows service club, the local Cayley Community Club and the Cayley Recreation Board
- School based activities, opportunities for students to interact and contribute to the Cayley Community (Walk abouts in P.E., community clean-up, community caroling, Halloween parade, shoveling for those in need etc.)
- Reaching out to service and community groups to assist with playground and Gaga Ball pit projects when it benefits both school and community

Strategy 5: Communications

- Monthly calendars being shared with school community
- Move from monthly digital school newsletter to Weekly Update format to improve communication with school families
- Sharing our learning journey through pictures in weekly update, and regular social media posts

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders 	<ul style="list-style-type: none"> ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity

<p>for student growth and achievement.</p>	<ul style="list-style-type: none"> ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ 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
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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: Exploration of CTF outcomes and teacher professional development in this area.

Strategy 2: Continue to find ways to engage parents and stakeholders in meaningful opportunities to contribute to their child’s education (ex. Volunteer program, school council, fundraising society, social media sharing)

Strategy 3: Continue to seek community and engagement through partnerships such as (FSLC, Minds Matter, Jr. Achievement, Cayley Service Clubs, Seasons Retirement Home etc.)

Our Story of Support

At Cayley School, students find themselves in an environment that feels very much like a family. Most students who start school at Cayley go through nine years together with the same classmates. In addition, every teacher knows every student in the school. At Cayley school, there are many opportunities to learn and grow from and with each other. Students are often in multi-aged learning environments and collaboration between classes and grades occurs daily. The teachers at Cayley school use the data they collect on student learning throughout the year, to design learning to meet the universal, individual, and targeted needs of each student. Cayley school is a collaboration environment that includes staff, parents, and the child as a learning team for each child. Cayley school uses a “Continuum of Supports” model to provide each child with a plan that suits their unique learning needs.

To ensure our students have success, Cayley School staff recognize that wellness and mental health supports are imperative. Cayley School ensures that all students have access to daily physical education and wellness opportunities. Staff strive to also find unique programs and opportunities to support students to incorporate health and wellness into their curriculum. Through supporting mental health initiatives, weekly FSLC support, AHS partnerships for healthy living programs and sharing resources with families to support student learning and success. Our school also offers a healthy snack program. Each day, all students have access to healthy snack options provided through our Nutrition Grant and organized by parent and staff volunteers.

*Cayley School is a safe, caring, and welcoming learning environment that values the diversity among our students and strives to have all students experience success in learning. The staff at Cayley School work hard to ensure that all students are supported with their learning goals and educational needs, and we take a team approach to planning for student success. As a result, students know and understand that no matter what the circumstance or the situation, **“Cayley Cobras are empowered learners, respectful citizens and competent individuals”** (Cayley Cobra Creed)*

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance wellness and well-being: Develop collective efficacy in		<ul style="list-style-type: none">▪ improved wellness and wellbeing in students and staff▪ learners are active, healthy, and well

<p>advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ 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 ▪ 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
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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: Advance wellness initiatives such as Mental Health, Wellness and Physical Education Opportunities across grade levels.

Strategy 2: Re-imagine Cayley Cobra Committee and Cobra families in multi-aged settings. Adding in Cobra Clubs as a way for students to have voice and choice in their learning topics.

Strategy 3: Alignment between Students' Matter Learning and Cayley Cobra Committee Planning. Continuing to build on Students' Matter and student voice.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

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

Local

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

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: Collaboration between Learning Coach, classroom teacher and educational assistants to ensure student goals are being met in a timely manner.

Strategy 2: Literacy Interventions (LLI) available for identified students K-8 each morning and moving to common intervention block for all students.

Strategy 3: Building capacity with trauma informed practice and strategies for student with complex needs.

Our Story of Success

At Cayley School, we embrace the mission of Foothills School Division: "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." With an ongoing school-wide focus on reading and reading intervention, students develop strong literacy skills while attending Cayley School. Families also play a huge role in the success of their child and their early literacy and numeracy skills. Teachers ensure that each child is experiencing success and growth and work with families to ensure educational needs are met.

In the past two years, Cayley School has been exploring offering diverse programming to its students. Currently students from K-8 will have the opportunity to explore weekly Learning Commons, makerspace and CTF programming, as well as music programs. Students from K-4 participate in fiddle programming, and students in grades 5-8 will participate in our Regional Band Program. Teachers have been collaborating and expanding their knowledge of design thinking and incorporating Career and Technology Foundations (CTF) outcomes across the curriculum. We have also partnered with Blackie School and Highwood High School to collaborate on programming for our grades 5-8 students, as well as provide effective transitions as they leave Cayley School and move to high school. These collaborations can be seen in collaboration between teachers at different sites, regional band programming, CTF program planning and participation in the Highwood High Mustang Expo each year.

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Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance innovation and design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<ul style="list-style-type: none"> ▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
Provincial
<ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ 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 <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>
<p>*Strategies continued from 2021-22 (Year 1) *Strategies revised or added for 2022-23 (Year 2) *Strategies revised or added for 2023-24 (Year 3)</p>
<p>Strategy 1: Teachers using concept-based planning methods, creating a culture of thinking in their classrooms.</p>

Strategy 2: Teachers differentiating instruction and expectations for students.

Strategy 3: Teachers working on CTF and Makerspace Programming to incorporate thinking routines, real world applications and connects to future career opportunities.

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance learning that transfers: Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<ul style="list-style-type: none"> ▪ improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>	
Provincial	
<ul style="list-style-type: none"> ▪ 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	
<ul style="list-style-type: none"> ▪ 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 <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		
*Strategies continued from 2021-22 (Year 1)	*Strategies revised or added for 2022-23 (Year 2)	*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Teachers continue to engage in and build their knowledge through Professional development (personal, in school and divisionally) that supports “Learning For Transfer”

Strategy 2: Students in Grades 5-8 creating own My Blueprint portfolios to highlight their learning and their reflections on their work and future career possibilities during CTF time.

Strategy 3: School based professional development through creation of Professional Learning Teams and embedded time for sharing and learning from each other. Adding in common team time each week for professional development and PLTs (Professional Learning Teams).

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning</p>	<ul style="list-style-type: none"> ▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades ▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students

Measures and Targets

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

Provincial

▪ **Learning Outcomes (PAT & Diploma):**

- Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 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)
- **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: Daily Literacy interventions (LLI) for students at risk.

Strategy 2: Building educational assistant capacity and understanding in literacy and numeracy through professional development and time with learning coach to learn intervention strategies in both literacy and numeracy.

Strategy 3: Embedded PLT time once per week to collaborate on numeracy and literacy learning.

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance 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.</p>	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions ▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

Measures and Targets

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

Provincial

• Learning Outcomes (PAT & Diploma):

- Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.

• **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: Strengthening connections with FSD Indigenous Learning Director and sharing of learning and resources on Professional Learning Days

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
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<i>Desired Result</i>	<i>Measurable statements of what FSD seeks to achieve</i>	<i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>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</p>	<ul style="list-style-type: none"> ▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

Measures and Targets		
<i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>		
Provincial		
<ul style="list-style-type: none"> ▪ In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 		
Local		
<ul style="list-style-type: none"> ▪ FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. 		

Strategies to Advance Excellence in Teaching, Learning, and Leading		
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		
<i>*Strategies continued from 2021-22 (Year 1)</i>	<i>*Strategies revised or added for 2022-23 (Year 2)</i>	<i>*Strategies revised or added for 2023-24 (Year 3)</i>
<p>Strategy 1: Re-examining our Shared, Mission and Values to include voice from staff, students, and community about the future of Cayley School. Next steps to finalize Cobra</p>		

Creed and include parent voice.

Strategy 2: Creation of Professional Growth Plans and Professional Learning Team with goals of FSD and Cayley School to inform our actions

Strategy 3: Structures in place for staff sharing of learning through regular staff meetings, PLT time and learning pathway sessions.

