

# Welcome to Ecole Senator Riley's 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**

# Ecole Senator Riley's 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

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

## Our School

École Senator Riley Middle School is a grade 6 – 8 dual track French Immersion School. ÉSRMS is located in the Town of High River Alberta. Our school community serves approximately 340 students who live in High River and the surrounding area. We provide high quality learning experiences for students through a broad range of educational opportunities including the French Immersion Program, the Arts, CTF courses, outdoor learning experiences and athletics.



## Our Celebrations and Highlights

- Students' Matters goals achieved- Winter Carnival
- Minds' Matters- in class mental health, salvation army Christmas food baskets, red cap anger management program
- Math Grant

- Band program- achievement at Red Deer concert
- Athletics awards banquet
- Skills Canada Challenge
- Christmas Market and Mother’s day Market

**Our Annual Education Results Report 2021-22 Key Insights**

**Key Insights for Engagement**

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

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Student, parent and staff engagement in decision making</li> <li>• Communication with students, staff and parents</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Community engagement</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Explore community engagement opportunities</li> <li>• Continue to increase student, parent and staff engagement</li> </ul>

**Key Insights for Support**

**Advance Wellness and Wellbeing**

Advance our Continuum of Supports	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Focus on both staff and student wellness and wellbeing</li> <li>• Our work on positive behavior supports, restorative practices and trauma informed practices</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Firming up our systems and structures around how we support students and collaborate</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Revamp our progressive discipline continuum</li> <li>• Continue staff growth in the areas of positive behavior supports, restorative practices and trauma informed practices</li> </ul>

**Key Insights for Success**

Advance Innovation and Design	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Participation in Skills Canada Challenges</li> <li>• Available option classes for students to select from</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• More use of myBlueprint in classrooms</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to grow community partnerships</li> </ul>
Advance Learning that Transfers	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Work with Garfield Geni-Newman in partnership with 2 other FSD schools</li> <li>• Use of success guides and learning launches with students</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Enhancing capacity around new K-6 curriculum</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p>

	<ul style="list-style-type: none"> <li>• Build capacity of our teachers to implement new grade 6 curriculum</li> </ul>
<b>Advance Literacy and Numeracy</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Strength in vocabulary in the GRADE assessment</li> <li>• Statistics and probability strand on the MIPI</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Need improvement around listening and comprehension in the GRADE assessment</li> <li>• Number strand on MIPI</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to collect data to inform how to best structure our colt intervention structure</li> </ul>
<b>Advance First Nations, Métis, and Inuit student success</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Blanket exercises and orange shirt day</li> <li>• School land acknowledge</li> <li>• Accessing Jordan's Principle</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Increasing teacher capacity to weave foundational ways of knowing into instruction</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue collaborating with Charity Tegler around how to best move success for First Nations, Metis and Inuit students</li> </ul>
<b>Advance Teaching, Learning and Leading</b>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Working with 3 other schools in our division around advancing transfer for learning and the work of Garfield Geni-Newman</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Building capacity around the new K-6 curriculum</li> </ul>



<ul style="list-style-type: none"> <li>Using our lead team to help develop our PD days</li> </ul>	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Continue work around advancing transfer for learning</li> </ul>
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# Our Story of Engagement

## At our School

We are committed to engaging and collaborating meaningfully with our learners and communities. We have consulted in a variety of ways with our learners, parents and communities to include their voice which has informed our choice of strategies. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners. Evidence of feedback that has impacted decision making includes:

**Student Matters Committee** - 5 students represented our school on this committee to provide voice and perspective on Division programs and initiatives. This Committee created a video to engage our students in an [Student Engagement Survey](#) to get a better understanding of our SOSQ results.

**School Council** - had monthly meetings and opportunities to provide feedback on matters concerning the school

**School Improvement Team** - staff members on this committee provided input in planning and leading school based professional learning days and reviewed data and feedback to inform next steps for staff learning.

**Student Council** - gives students opportunities to have a voice and input on school programs and initiatives that helped inform decision and direction for improvement and success at ÉSRMS

**Mind's Matters**- AHS support for mental health in classroom and school wide supports. We are very fortunate to have Cortney Vines provide mental health programming, mentorship opportunities, volunteer opportunities, community partnerships and many other great opportunities for our students at Senator Riley.

**Colt Friday Options** – Students had the opportunity to take part in a variety of learning experiences that were put together and delivered by both teachers, and community experts and partners.

**Special Events** – Skills Canada Day, Hackathon, Career Day, Winter/Mother's Day market and boat building competition. These days involved many community members coming into our building and working with students.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications:</b>            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"> <li>▪ governance aligns with and is responsive to the needs and expectations of the learning community</li> <li>▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system</li> <li>▪ communication provides assurance</li> </ul>	<ul style="list-style-type: none"> <li>▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division</li> <li>▪ stakeholder engagement informed decision making and education plans</li> <li>▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding</li> </ul>

**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: Student Council, Student Matters, and Classroom Circles, Minds Matters

**Strategy 2:** Staff Engagement: Staff meetings, Staff Learning Days, PLC structure, CTMs 3 times a year, School Leadership Team

**Strategy 3:** Parent Engagement: School Council, Parent Teacher Interviews (offering a hybrid model)

**Strategy 4:** Community Engagement: Explore supports and partnerships available within the community

**Strategy 5:** Communications: Admin updates to families, classroom communication to families, Learner Profiles, Instagram, & School Website

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
		<ul style="list-style-type: none"> <li>▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> </ul>

<p><b>Advance evidence-based continuous improvement and assurance</b> Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>▪ building relationships</li> <li>▪ engaging with education partners and stakeholders</li> <li>▪ creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> <li>▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> <li>▪ 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</li> <li>▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>▪ 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</li> <li>▪ 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</li> </ul>
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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:** Use PowerBI as a perpetual, live data dashboard to support our staff in understanding the current reality of the school, plan for improvement and track efficacy.

**Strategy 2:** 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.

**Strategy 3:** Advance school-based community engagement to ensure ÉSRMS is capturing and responding to the voice of all our stakeholders.

## Our Story of Support

### At our School

We are committed to providing a learning environment that is welcoming, caring, respectful and safe. Every child has unique interests, learning styles, strengths and talents that should be developed and celebrated. Building relationships and trust are essential and meeting the social, emotional and educational needs of every child is a collective responsibility. Ensuring that all students have access to a continuum of supports and services that is consistent with the principles of inclusive learning provides opportunities for students to grow into responsible, confident, ethical lifelong learners. Evidence of principles and practices that tell the story of learning and provides assurance of continuous improvement and student growth at ÉSRMS include:

- Providing social-emotional curricula such as Mind-Up, 4<sup>th</sup> R and a school-wide focus on Growth Mindset Lessons resulted in improvement in Internal Resilience as shown in the SOSQ Data 2020. Students' perception of a safe and caring environment is positive in grade 6, is a concern in grade 7 and even more so at gr 8. Self - Confidence is an area of growth for all grades but particularly in gr 8.
- Supported Student Wellness through classroom activities, lessons, surveys, during the pandemic to maintain healthy connections for all
- Classroom Circles, Kindness bags, Reverse Circles, ATM Boxes improved student relationships within classrooms and improved classroom behaviour,
- Intervention Team Meetings included 6-week reviews to ensure supports were in place or if further steps were needed
- Breathing Room procedures refined which resulted in increase in responsible use of space (sign in/timer/expectations for use)
- Increase in teachers including Mindfulness activities in daily plans and focus on self-regulation skills allowed students to identify triggers and use coping strategies
- Attendance contracts, home visits, meetings with students and parents and regular check-ins by admin and/or FSLC resulted in improvement of attendance
- Focus on Staff wellness helped staff members through the challenges during the pandemic [Staff Wellness Survey](#)
- Math Intervention Pilot Project showed increase in student basic facts accuracy and speed

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>▪ learners contribute to developing and advancing cultures of wellness and well-being</li> <li>▪ learners contribute to and feel welcomed, cared for, respected and safe</li> <li>▪ learners access a robust continuum of supports</li> <li>▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>▪ students will build resilience and positive mental health skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved wellness and wellbeing in students and staff</li> <li>▪ learners are active, healthy, and well</li> <li>▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>▪ all learning environments are welcoming, caring, respectful and safe</li> <li>▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>▪ improved understanding of an inclusive education system is shared by all education partners</li> <li>▪ collaboration with education partners to support learning</li> <li>▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> </ul>

	<ul style="list-style-type: none"> <li>▪ students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>▪ 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</li> </ul>
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<p><b>Measures and Targets</b></p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p><b>Provincial</b></p>		
<ul style="list-style-type: none"> <li>▪ <b>Safe &amp; Caring:</b> 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.</li> <li>▪ <b>Access to Supports and Services:</b> 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.</li> </ul>		
<p><b>Local</b></p>		
<ul style="list-style-type: none"> <li>▪ <b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> <li>▪ <b>Access to Supports through a Continuum of Supports:</b> 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).</li> <li>▪ <b>Staff Advisory</b> (Guarding Minds Survey) and <b>Students' Matters</b> input and feedback.</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement and student growth &amp; achievement.</li> </ul>		

<p><b>Strategies to Advance Wellness and Well-being</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>		
<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><b>Strategy 1:</b> Continue to build capacity around Positive Behaviour Supports, Restorative Practices, Trauma informed Practices</p>		
<p><b>Strategy 2:</b> Develop a plan to strategically address Mental Health &amp; Wellness amongst students, staff and community</p>		
<p><b>Strategy 3:</b> Provide access to a continuum of supports at universal, targeted classroom, targeted school –based and individualized level</p>		

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

**Strategy 2:** Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical and academic growth of all students, in a **safe, caring and welcoming learning environment**.

**Strategy 3:** Continue to strengthen **community partnerships** and collaborations to support our students and staff.

## Our Story of Success

### At our School

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our school community. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner. Evidence of principles and practices that tell the story of student growth and achievement as well as excellence in teaching, learning and leadership include:

- Focus on improving PLC systems and structures resulted in increase in Teacher satisfaction most areas as measured by FSD Professional Learning Community Survey
- Improvement in literacy skills in all grades as shown in GRADE Assessment Comparison of September Pretest to June Post Test
- Grade 6 FI Students recorded a [Land Acknowledgement](#) for our school website
- Online Learning provided an opportunity for teachers to find new ways to engage students [Hoover goes outside](#)
- Increased confidence in design and implementation of Professional Learning focus - Conceptual Understanding and Transfer for Learning – as indicated in [Senator Riley PL Survey](#)

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<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance innovation and design:</b> 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"> <li>▪ 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.</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

<b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<b>Provincial</b>
<ul style="list-style-type: none"> <li>▪ <b>Student Learning Engagement:</b> Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.</li> <li>▪ <b>Program of Studies:</b> Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> <li>▪ <b>Work Preparation:</b> 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.</li> <li>▪ <b>Citizenship:</b> Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>▪ <b>Overall Quality of Education:</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>▪ <b>Lifelong Learning:</b> Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>▪ <b>Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:</b> Growth and Improvement shown in each area.</li> </ul>
<b>Local</b>
<ul style="list-style-type: none"> <li>▪ <b>FSD Assurance Survey (Parent):</b> Increase/maintain percentage of parents satisfied with Assurance Measures.</li> <li>▪ <b>Student Intellectual Engagement Survey:</b> 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).</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement, student growth and achievement.</li> </ul>

<b>Strategies to Advance Innovation and Design</b> <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>

**Strategy 1:** Advance staff capacity for implementation of the **Framework for Innovation and Design: Learning for Transfer** - Implementation of “Maker-centered Learning”, and CTF as a strategy for engagement and future career orientation for students.

**Strategy 2:** Grow **community partnerships** that provide students with authentic industry experience and lasting local connections.

**Strategy 3:** Advance the use of myBlueprint as an ePortfolio and **career exploration** tool for Grade 8 students

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

<b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>	
<b>Provincial</b>	
<ul style="list-style-type: none"> <li>▪ <b>Student Learning Engagement:</b> Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.</li> <li>▪ <b>Program of Studies:</b> Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> <li>▪ <b>Work Preparation:</b> 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.</li> <li>▪ <b>Citizenship:</b> Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>▪ <b>Overall Quality of Education:</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>▪ <b>Lifelong Learning:</b> Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>▪ <b>Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:</b> Growth and Improvement shown in each area.</li> </ul>	
<b>Local</b>	
<ul style="list-style-type: none"> <li>▪ <b>FSD Assurance Survey (Parent):</b> Increase/maintain percentage of parents satisfied with Assurance Measures.</li> <li>▪ <b>Student Intellectual Engagement Survey:</b> 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).</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement, student growth and achievement.</li> </ul>	

### 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:** Advance use of the Sustained Conceptual Learning for Depth and Transfer Planning Guide through ongoing learning opportunities to support teachers with **planning for deep and transfer** learning in any learning environment for optimum student success.

**Strategy 2:** Support teachers with foundational learning in preparation for a **new Alberta curriculum**

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance literacy and numeracy:</b> 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.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<ul style="list-style-type: none"> <li>▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>▪ 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</li> <li>▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>▪ improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>

### 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 12 diploma exams.
- 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**.

- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) 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)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **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.
- **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:** Advance the use and consistent application of grade level **assessments** in literacy and numeracy to inform teacher practice and support student growth and achievement.

**Strategy 2:** Advance use of high-yield principles and practices within **literacy and numeracy** that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance First Nations, Métis, and Inuit student success:</b> 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"> <li>▪ First Nations, Métis and Inuit learners are successful</li> <li>▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>▪ First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>

### 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 12 diploma exams.

▪ **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

▪ **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:** Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of **Indigenous worldviews** for optimum student success.

**Strategy 2:** Continue to develop staff capacity to incorporate Instructional Practices that honour traditional teachings and weave **foundational ways of knowing** into curriculum for the success of each learner.

**Strategy 3:** 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 4:** Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

<p><b>Goal 5</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance excellence in teaching, learning, and leading</b> 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</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> </ul>

	<p>appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”  <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>▪ teachers and leaders improve their professional practice in learning for transfer</li> <li>▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>
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**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:** Advance the use and consistent application of grade level **assessments** in literacy and numeracy to inform teacher practice and support student growth and achievement.

**Strategy 2:** Advance use of high-yield principles and practices within **literacy and numeracy** that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.





