



2024 – 2029 EDUCATION PLAN YEAR 3

Big Rock School

**33 Hunters Gate
Okotoks, AB T1S 2A4**

**(403) 938-6666
bigrock@fsd38.ab.ca**



foothillsschooldivision.ca/bigrock

BIG ROCK SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

The students and staff of Big Rock would like to acknowledge that our school is located on the traditional Treaty 7 territory of the people of the Blackfoot Confederacy: The Siksika, Piikani, Kainai as well as the Tsuut'ina and and Îyârhe Nakoda as well as Homeland of the Métis. To the First Peoples, this land holds great significance. As Badgers, we agree to responsibly use this land as we learn, play and grow. We must protect and preserve the land and water for future generations. With open hearts and open minds, we commit to understanding the truth about the past. In the spirit of reconciliation, we promise to create a world where Indigenous voices are amplified and where Indigenous culture is celebrated and cherished.

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and Îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

[Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

OUR VISION

Engagement, Support and Success for each learner

OUR MISSION

Each learner entrusted to our care, has unique gifts and abilities. It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR PRIORITIES

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

OUR DIVISION

[Board of Trustees](#)

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

[Accountability and Assurance](#)

[Alberta Education & Childcare and Foothills School Division](#)

[Goal Alignment](#)

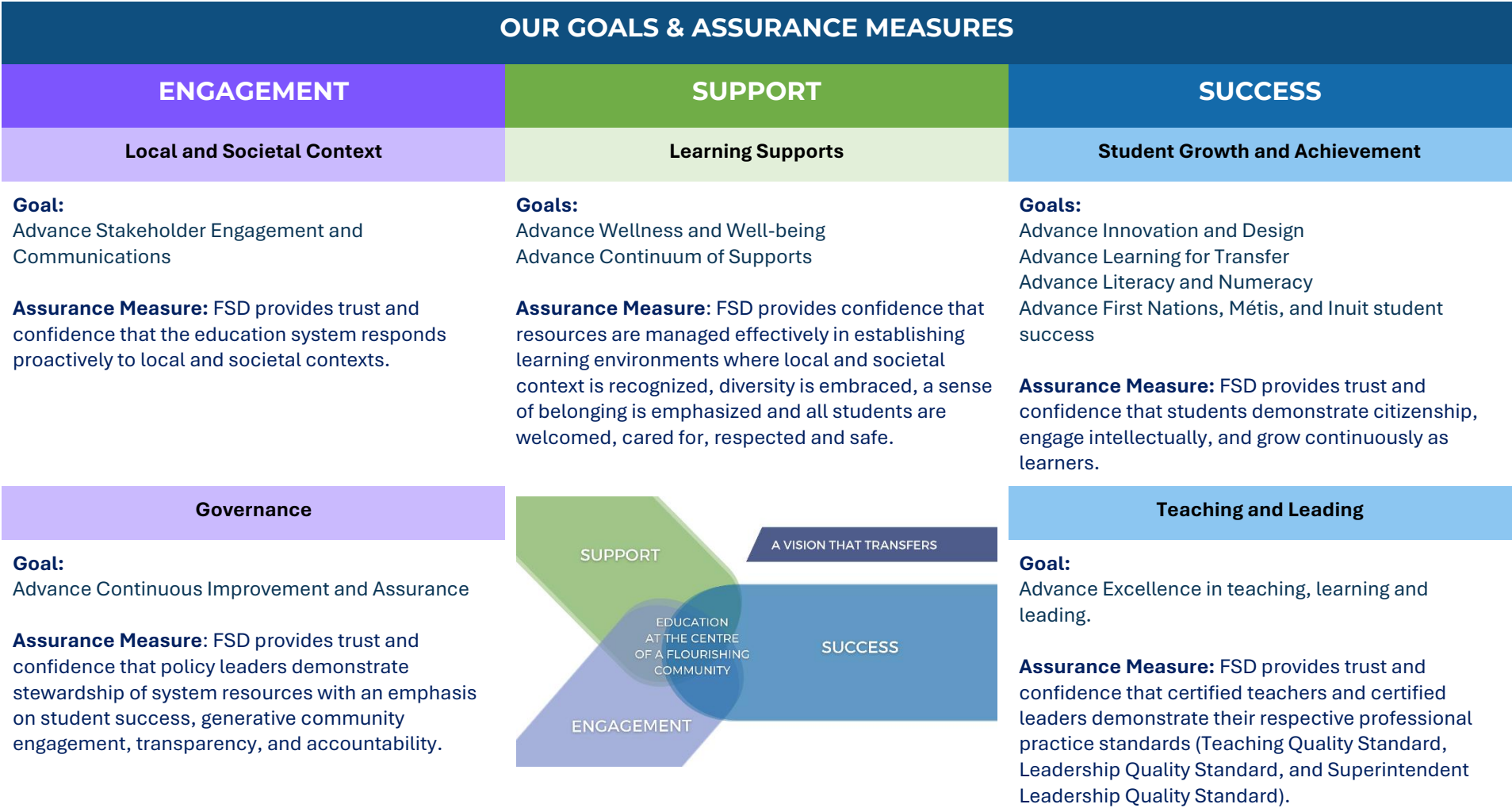
[Systems Thinking](#)

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
• Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act**.



OUR SCHOOL

Located in the heart of Okotoks, Big Rock is a community school of approximately 300 students. Our rich history and strong legacy are evident through the generations of families who have attended here. Long-standing traditions are deeply embedded in our school community. Proximity to Okotoks' extensive pathway system and river valley provides outstanding opportunities to engage in nature-based and place-based learning. Home to the Big Rock Badgers, our staff is made up of 16 teachers including a Physical Education Specialist, Learning Coach, 5 Educational Assistants, a Learning Commons Facilitator, a Family School Liaison Counsellor, and a secretary.

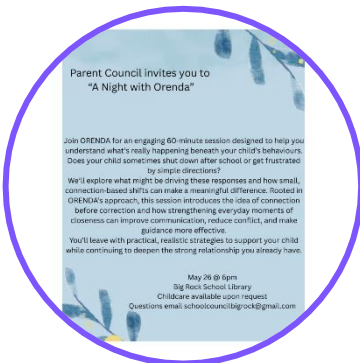
At Big Rock School, we offer a diverse range of programming opportunities including Junior Kindergarten, Full Time Kindergarten, Regular Kindergarten (Tuesday/Thursday and alternating Friday), Grades 1-6 and Montessori Grades 1-6.

We pride ourselves on providing a safe and nurturing learning environment that promotes growth for all students through positive behaviour supports and trauma-informed practices. We are committed to developing the whole child, which includes academics, social relationships and wellness & wellbeing. Targeted spaces have been designed to support students who require OT, PT, self-regulation and sensory processing. Our nutrition program ensures students are well-fed so they can perform at their full potential. Our Family School Liaison Counsellor is available for students and families who additional supports in the school and community.

We engage students in opportunities beyond the classroom and future leaders who are stewards of our community. Through school patrols, club time, PALS, the Big Rock Market, extra-curricular sports teams, and student mentorship among others, we are developing students who are responsible, respectful and committed to making a difference in the world around them.

We are committed to the three "Big Rocks":

- Engaging with Others
- Engaging in Thinking
- Engaging in Action



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- Use student voice to increase clubs, student mentorship, and leadership opportunities.
- Continue to engage parents in School Council through more community speaker series such as Orenda, LUNA, based on surveying parents for areas of interest
- Find innovative ways to communicate the story of Big Rock School in those areas that scored low on AEAM and FSD Assurance Survey and any new initiatives/changes that are implemented.
- Bridge the gap between staff perceptions and student/parent perspectives in learning engagement.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
- Develop and use quality Level A assessments along with validity marking to indicate impact on learning and next steps.
- Analyze provincial data and assessments to identify areas of strengths and next steps
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
- Share Education Plan with School Council to get feedback and voice.
- Explore community partnerships and outside agencies that can support with education at Big Rock School, particularly around career learning.
- Re-engage parents as partners by providing multiple feedback loops to inform, consult, and collaborate with community to guide decisions including parent surveys, focus groups, and increase transparency by clarifying how parents can influence decisions.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
- Implement intentional committee structure to distribute leadership around three school goals of engage, success, and support that align with our school goals and professional learning days.



 [Goals, Outcomes, Indicators, Measures, Details](#)

 **4 YEAR DATA TRENDS AND KEY INSIGHTS**

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- Continued focus on social emotional learning to support student well-being:
- Learning and implementing restorative practices such as circles, morning meetings, and soft starts
- Research and explore different programs and interventions to support SEL such as PLAY and Open Parachute
 - Revisit implementation of Mind Up curriculum
 - Explore morning meetings, use of circles and Mind UP
- Integrate Seven Teachings of the grandfathers into our school PBS
- Collaboratively enhance positive behavior supports that include clear, consistent and visible expectations; fair, predictable responses and consequences; positive reinforcement; and continuum of supports for behavior
- Continue to learn about trauma-informed practices and explore how they can best be implemented in our school to support staff and students
- Collaboratively define what it means to be a Big Rock Badger and continue to enhance traditions that promote wellness and positive school culture.

Advance a continuum of supports by:

- Continue to implement, refine and expand the continuum of supports for universal strategies and teaching approaches for literacy and numeracy
- Analyze student learning data to identify students requiring targeted and individualized supports and create structures and supports for them; add these to our continuum of supports
- Continue to develop school-based support teams and structures including but not limited to:
 - Collaborative Response Meetings
 - Flexible Learning Spaces such as Movement Room, Sensory Room, quiet spaces
 - Flexible groupings for literacy, numeracy, SEL universally and then school-wide targeted
 - Recess groups, friendship groups
 - Outside agencies to support students requiring targeted and individualized supports
- Regular student support meetings with FSLC, Learning Coach, admin and any other adult who may work with a particular student
- Re-examine roles and responsibilities of the Learning Coach and explore different ways to support teachers and students.
- Provide clearer communication to school community (teachers, parents, students) about:
 - what supports exist,
 - how students are identified,
 - how parents access help,
 - and what the continuum of supports looks like in practice.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

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

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- Provide opportunities for students to engage in authentic hands-on, experiential learning through partnerships within the community and place-based learning.
- Continue to enhance and support Maker Space/CTF opportunities for K-6 (e.g. Robotics, Ozobots, Microbits 3D Printers etc...)
- Increase the number of community members used to explore different career opportunities, including parents.
- Enhance Big Rock Market to include financial literacy.

Advance learning that transfers by:

Conceptual understanding

- Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example:
 - Real-real learning tasks
 - Project-based learning tasks
 - Use rich questions that require students to make decisions
- Apply a conceptual lens to the unit of learning
- Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through:
 - concept attainment
 - concept mapping
 - concept formation
- Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills through:
 - thinking routines
 - thinking organizers
 - tasks that promote cultures of thinking opportunities for genuine collaborative learning

Student Agency

- Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning
- Select the most suitable tools to ensure all students are able to achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning through:

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Thoughtbooks
- My Blueprint
- Thinking Routines
- Collaborative learning
- Learning Journals
- Ensure evidence of learning is gathered over time through observations, and conversations and supported by reflective learning tools as well as the final product or performance

Complex problems over time

- Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the rich task by using items such as Thoughtbooks, and Learning Launches
- Carefully sequence learning segments to ensure learning is effectively scaffolded in support of deep learning
- Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems
- Develop skills and knowledge that ensure student success in responding to the challenge
- Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning opportunities built around a throughline question and challenge
- Use tools like My Blueprint to support career exploration in a manner that is engaging, meaningful and inclusive
- Design learning so that students can see endless possibilities for the ways in which they apply their learning in their future lives and careers

Goals, Outcomes, Indicators, Measures, Details

4 YEAR DATA TRENDS AND KEY INSIGHTS

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Use quality Level A assessments, provincial data, and validity marking to track instructional needs of students and impact of instruction on learning.
- Develop K-6 vertical alignment with universal literacy instruction and academic vocabulary.
- Use flexible, targeted groups to meet learners where they are at

Numeracy Interventions:

- Expand beyond fact fluency to conceptual understanding (e.g., manipulatives, problem-solving tasks).
- Implement targeted small-group instruction for identified at-risk students in Grades 2 and 6.
- Increase accuracy and automaticity with numbers by developing flexible, efficient thinking and fluency with recalling facts.

Literacy Interventions:

- Continue validity marking and common rubrics; add reading comprehension and decoding benchmarks to PLC discussions.
- Continue to use research-based approaches from UFLI, Heggarty, and Lively Letters for struggling readers.

Data-Driven PLC Focus: Analyze student work samples and provincial data in both reading and math during PLCs to identify misconceptions and adjust instruction

Professional Learning: Deepen teacher capacity in conceptual math and disciplinary literacy strategies. Embed First Nations, Métis, and Inuit perspectives into literacy and numeracy instruction for cultural relevance.

Family Engagement: Share strategies with parents for supporting numeracy and literacy at home.

Monitor Growth: Track progress using provincial screening tools and local common assessments; set measurable improvement targets for at-risk cohorts.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
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- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
- Engage in monthly student support meetings for Indigenous students
- Support the implementation of Truth and Reconciliation Commission recommendations.
- Have at least one elder, knowledge keeper, or First Nations, Metis, or Inuit each year to develop foundational knowledge, perspectives and appreciation for the culture
- Implement 7 Teachings of the Grandfather and Circle of Courage.
- Increase understanding and use of restorative practices including circles to develop a sense of belonging, mastery, generosity, and independence.
- Continue to connect and seek guidance from the Director of Indigenous Learning and Equity.

 **Goals, Outcomes, Indicators, Measures, Details**

 4 Year Data Trends and Key Insights

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4-12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Continue with structured PLT processes and protocols including using evidence of student learning to inform next steps in teaching.
- School-based committees (distributed learning) focused on three goals: engagement, success and support with a lead teacher for each committee.
- Continue to explore the use of AI as a tool for teachers to support effective curriculum implementation and instruction to ensure learning for transfer.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 [4 Year Data Trends and Key Insights](#)

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



