

École Okotoks Junior High School Education Plan

Our 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.

Follow Links to:

[School Annual Education Results Report](#)
[School Website](#)

About our School

École Okotoks Junior High School is a grade 7-9 school with approximately 515 students and 34 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital media, band, choir, guitar, outdoor education, makerspace, and drama to name a few.

We are the home of the Ocelots. "In pursuit of excellence"



School Highlights and Celebrations

This year has been one of both limitations and opportunities. We learned how to teach, grow, connect and be a school community in new ways. We started the year with a staggered entry allowing staff to provide a warm, personalized welcome, and provide time for students to adjust to

the new protocols related to the School Re-Launch. We have sought new ways to instruct using various technologies and techniques along with new ways of connecting with our community despite the need for physical distancing.

Celebrations include the ability to pivot through the various scenarios of the phases of Re-Launch, Continuity of Learning, and Renewal. While several people had to be isolated due to COVID, there was little to no transmission at the school level. In our AHS inspection, there were few recommendations on how to improve our practices and when there were, we were able to quickly adapt. We focused on staff and student wellness throughout the year, including a partnership with a wellness coach from Minds Matter, teaching students how to regulate their emotions and about how their brain works. We created ways to stay connected such as 'who am I' and meme contests, health/wellness challenges and common daily announcements. It's also been a time to reflect on what already existed in our community and make it better. Using both staff and student voice, we revised and enriched our school land acknowledgment. We have worked to stay connected to our families through classroom and school communication and engaging students through fun challenges and theme days such as a scavenger hunt and theme days: dress as your favorite character, jersey day, crazy sock day, twin day as well as homeroom minute to win it challenges.

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement (list 4-8 key insights)

Engagement

- 26 parents and 27 teachers completed the February 2020 AERR survey. We would like to increase the amount of parents engaging in feedback.
- Strengths:
 - 87.6% of participants are in agreement 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.
 - 86% of participants were satisfied with the overall quality of basic education.

- 77.5% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- Areas for growth:
 - 58.4% of teacher and parent satisfaction shows that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
 - 68.7% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- While 75% of parents reported that there were opportunities for parental involvement, there is a need to enhance opportunities to involve parents in our community.
- Students had different opportunities to provide student voice from Student Matters, attending school council meetings and participating in classroom circles.

Support

- Most students feel they belong and are cared for which would suggest our universal supports we created are having a positive impact on school culture.
- Many students indicate low confidence and internal resiliency which indicates we need to continue developing what it means to be an Ocelot, how we help others belong, and provide opportunities and strategies to build resiliency.

Success

- In core subject areas of ELA, Social Studies, Math, and Science, students report being in “flow” which indicates that they are engaged in their learning and find the learning challenging enough to keep them engaged.
- Some students do not always understand the relevance of what they are learning according to the SOSQ data and are sometimes bored according to the Intellectual Engagement Survey. Since many junior high students do not see the utility of school, we need to continue to design meaningful, relevant learning opportunities that support connections to and importance of what they are learning to life beyond school.
- Apathy and anxiety are extremely low in our intellectual engagement results indicating learners requiring individualized and targeted support are well supported.

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school (anecdotal evidence)

Historically our results have shown low parent engagement. We have focused on both communication and engagement strategies including classroom and school communications and school council.

Bi-monthly school communications are sent out from the office with relevant information and easy links to the school website. Instagram is used as our key social media site to engage parents and students with happenings at ÉOJHS, with over 800 followers. Our website has been updated to be simple to navigate to find the information one is seeking.

Classroom teachers have a commitment to ongoing and timely communication with their families. A communication plan was designed and shared out with commitments related to communication.

Choice has been provided for days to meet with teachers for interviews over a range of days and times. We experienced our most attended parent/teacher interviews in the fall of 2020 in part due to a more accessible online format.

Parent feedback:

“Thank you, you and your staff are doing a terrific job! I appreciate all the hard work you have done to make these first few months at EOJHS be successful, as well as create another positive online atmosphere for these resilient students!”

“Beyond the good news I would like to thank you for all the work you and your staff are putting into making a school year happen. I can’t imagine the pressure there must be to try and have all of your kids abide by the guidelines eight hours a day. Most parents would be happy if they could clean up their room.”

“Thank you, to ALL OF YOU, for your immense effort, time and patience as YOU worked through this apocalypse, to make it easier for OUR kids! Many of you have your own families so your burden has been even heavier. Every second of your time has been so appreciated and every ounce of patience and understanding shown, has been recognized. As a whole, you have added ease to a time of craziness and unprecedented turmoil. As a whole, you have brought some semblance of routine back into the students’ worlds ...even when they didn’t want it!! An enormous thank-you to ALL OF YOU for absolutely everything!! You have shown such strength during a time of such chaos. You have put your families aside to make our children a priority. Please enjoy your summers as you have earned that time, tenfold!!!”

“Please pass our positive thoughts to all staff on their continued efforts to engage with the students during difficult circumstances!”

“Thank you for your regular emails! I really appreciate the supportive and realistic approach you take! Much appreciated! Thanks again for your great leadership!”

“Just wanted to thank you on the communication level and preparedness during this situation. I feel you're providing timely messaging and actionable advice.”

“I’d like to truly thank you for putting The Town of High River link in your email. I supervise Community Programs and I just about fell over when I saw that.”

| <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</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School 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 our School 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"> ● 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 School. ● Stakeholder engagement informed decision making and education plans. |

| <p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> | <p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> |
|--|--|
| <p>Strategy 1: Student Engagement</p> <ul style="list-style-type: none"> ● Student Council ● Student Matters ● Classroom circles <p>Strategy 2: Staff Engagement</p> <ul style="list-style-type: none"> ● Staff meetings ● Staff learning days ● PLC structure to support monthly meetings ● Monthly grade level meetings | <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> ● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities. ● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, |

- School leadership team

Strategy 3: Parent Engagement

Strong parental involvement includes parents being fully informed. Continued emphasis on clear, concise and consistent communication with the addition of parent engagement opportunities such as using Bang the Table engagements and School Council meetings. Consider making parent/teacher interviews and school council meetings more accessible by continuing to offer an online meeting format.

Strategy 4: Community Engagement

Continue to explore and develop community supports and partnerships to enhance programs, learning opportunities and experiences for students including relationships with local service providers and companies with ways to make connections to student mental health.

Strategy 5: Communications

- regular principal email updates to families
- weekly classroom communication by teachers
- Google Classroom
- Learner Profiles
- Instagram
- school website
- school communication plan

Strategy 6: Build Meaningful Relationships:

Create opportunities for students, staff, parents and community to build meaningful relationships and make connections to support each other in making a difference, advancing educational excellence, and creating a positive, innovative learning culture. Leverage the tools and strategies learned and developed through leading, teaching and learning from home during the COVID-19 crisis.

thinking critically, solving problems and having voice in education planning and decision making.

- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

| <p>Goal <i>Desired Result</i></p> | <p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</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 for student growth and achievement.</p> | <ul style="list-style-type: none"> ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. | <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's 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. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. |
|--|---|---|

| | |
|---|---|
| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Education Plans and Annual Results Reporting The Education Plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies that will be implemented to improve results.</p> <p>Strategy 2: Continuous Improvement Cycles Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making, learning, capacity building. and stakeholder engagement.</p> | <p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● Continuous Improvement: Increase in 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. ● Overall Quality of Basic Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. <p>Local</p> |
|---|---|

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students 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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for ENGAGEMENT

For Further Information Follow Links to

Link to student initiated activities and theme days:

https://docs.google.com/presentation/d/18AvA4lhkIZoQ-M5Jnm2wqaDXvgNCVhEAJkUs_92R0MM/edit?usp=sharing

Link to morning announcements:

<https://drive.google.com/file/d/1b26K2TkxrUscDO5m846Qe1GOEjv5fuq/view?usp=sharing>

APORI data of stakeholder engagement:

https://docs.google.com/document/d/1JTU90iBKQOKrcehw81VKnQFOSYBKXQb4_wZpEEaSa_g/edit?usp=sharing

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school (anecdotal evidence)

École Okotoks Junior High has a strong team to support students requiring targeted and individualized needs. Our team includes a Learning Coach, a Family School Liaison Counselor, and Educational Assistants. We offer a Continuum of Supports, Interventions and Responses with a focus on academic and

social-emotional needs. We are also privileged to have Minds Matter, a Mental Health Capacity Building Program in our school. Our Wellness Coach is in the building 2 days a week supporting universal strategies to improve student and staff wellness and positive mental health.

Collaborative grade level meetings to discuss and design for student needs occur monthly. These meetings include grade level teachers, Learning Coach, administrator, educational assistants and our Family School Liaison Counselor. This collaboration time has been built into the schedule to allow for teachers to plan how they will support all our students.

We also have a Student Services meeting with the administration team, Learning Coach and Family School Liaison Counsellor every week to discuss targeted student needs. Support includes not only human resources, but also the development and implementation of Inclusive Learning Plans, Behavior Support Plans, and Benchmarks for English as a Second Language Learners.

Data informed decisions are made based on benchmark assessments including the GRADE, and Math Intervention/Programming Instrument. Further diagnostic information is gathered through a variety of assessments, along with Level B assessments done by the Learning Coach and Level C assessments including therapeutic assessments and Psych Ed assessments.

Our Learning Coach and Family School Liaison Counselor are focusing on Universal Design for Learning and differentiation in their practice in recognition that when strategies are deemed to be of a benefit for some they can generally be applied to all thus reducing the need for a high number of unique individualized plans. 80% of our teaching staff participated in a summer CRC PD session on UDL and Inclusion strategies that will be built into our support system to ensure all our students get the support they need.

We have created a one stop location for all students to access for student support. The Student Services room is in a central location for students to access when they need academic or social-emotional support. The room has many sections for students to regulate, meet with school staff or external resources and agencies.

| <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 wellness and well-being Develop collective efficacy in 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 continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make | <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 are adapted as necessary to meet learner needs, |

| | | |
|--|---|---|
| | <p>decisions, achieve goals, build resiliency, and adapt to change</p> <ul style="list-style-type: none"> ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p> | <p>emphasizing a sense of belonging and high expectations for all.</p> <ul style="list-style-type: none"> ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved 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. |
| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Re-engage students in student leadership and engagement opportunities:</p> <ul style="list-style-type: none"> ● clubs, sports teams, activities ● Student Council ● Organize and run our annual Student Wellness Conference ● mentorship opportunities <p>Strategy 2: Continue engagement work with Student Matters and Student Council gathering student voice from the AEA, Intellectual Engagement and SOS-Q data.</p> <ul style="list-style-type: none"> ● share overall results to student groups, staff and parents, asking for feedback and a collaborative, solutions-focused approach <p>Strategy 3: Evidence-Based Practices</p> | <p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Safe & Caring: Increase in percentage of teachers, parents and students 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. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase 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. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and | |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> Continue to build capacity around Positive Behaviour Supports, Restorative Practice and Trauma-Informed practice with staff | student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) | |
| <p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance our Continuum of Supports</p> <p>Continue to develop and advance our continuum of support.</p> | <p style="text-align: center;">Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p> | <p style="text-align: center;">Indicators</p> <p><i>Indicators of achieving outcomes.</i></p> <p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> Students and staff demonstrate understanding and respect for the uniqueness of all learners. Learning environments are welcoming, caring, respectful and safe. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Education partners fulfill their respective roles with a shared understanding of an inclusive education system. Collaboration with education partners to support student learning and well-being. Wrap around services and supports that enhance conditions required for optimal learning and student well-being. Structures and systems support learning and meet the needs of students, families, staff and communities. |
| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Advance Continuums of Support:</p> <p>Classroom formative assessment guides best practice and continuation of common benchmark and diagnostic assessments ensure students are flagged and interventions are targeted. Assessment and analysis of evidence ensures the continuum of supports and services is responsive to the needs of students.</p> | <p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. | |

| | |
|--|--|
| <p>Strategy 2 -Student Success Protocols:</p> <ul style="list-style-type: none"> ● Attendance protocol ● Success in School ● ELL Intake ● Suicide Risk Protocol ● Positive behaviour supports <p>Strategy 3: SEL Curriculums</p> <p>Focus on explicit teaching of the SEL Curriculums with social-emotional competencies woven throughout curriculums</p> | <ul style="list-style-type: none"> ● Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase 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. ● School Continuum of Supports Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being. ● School-based Students' Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
|--|--|

Assurance Links for SUPPORT

For Further Information Follow Links to

Link to student code of conduct:

<https://okotoksjr.fsd38.ab.ca//documents/general/EOJHS%20Student%20Code%20of%20Conduct.pdf>

Link to support for each learner website:

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/support-for-each-learner>

Link to staff meeting learning around positive behaviour supports:

<https://docs.google.com/document/d/1rRKY9zYEOCQqxo2FABY4xKxVVebdU5TvW4tQCJHkzqE/edit?usp=sharing>

Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

Our story of success for each learner at our school (anecdotal evidence)

Historically our PAT scores have been very high. There is a deep tradition of rigor and excellence at EOJHS. We have strong French Immersion and Second Languages programs and are proud to be able to offer language learning opportunities in both French and Spanish to all our students. In core subject areas of ELA, Social Studies, Math, and Science, the majority of students report being in “flow” in our Intellectual Engagement survey, which indicates that they are engaged in their learning and find the learning challenging enough to keep them engaged. All teaching staff have attended the divisional professional learning days to increase our understanding of designing learning for transfer and to make learning both relevant and meaningful for our students. Our school leadership team includes lead teachers from each of the following areas: literacy, numeracy, Indigenous learning, French Immersion, safe, caring and welcoming, and innovation and design, creativity and competency development. This group met several times over the course of the school year to share our learning, participate in a book study “Ensouling our Schools” and to give feedback on our school’s next steps.

| Goal 1 <i>Desired Result</i> | Outcomes <i>Measurable statements of what FSD seeks to achieve.</i> | Indicators <i>Indicators of achieving outcomes.</i> |
|---|---|--|
| 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 | “Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging | 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. |

| | | |
|---|--|--|
| <p>learners and active citizens that are prepared for the future.</p> | <p>new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p> | |
|---|--|--|

| <p style="text-align: center;">Strategies</p> | <p style="text-align: center;">Measures and Targets</p> |
|--|---|
| <p>Strategy 1: High Quality Teaching and Instruction:</p> <ul style="list-style-type: none"> ● Enhance and support teaching and learning strategies in French Immersion and French and Spanish as a Second Language programs. ● Cultivate innovation, creativity, inquiry and technological approaches to enrich learning experiences. ● Maker-centered learning and CTF learning experiences <p>Strategy 2: Advance the use of myBlueprint as an ePortfolio and career exploration tool.</p> | <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in 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 in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS. ● MyBluePrint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool. ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |

| | | |
|--|--|--|
| <p style="text-align: center;">Goal 2 <i>Desired Result</i></p> <p style="text-align: center;">Advance learning for transfer</p> <p>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> | <p style="text-align: center;">Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p> | <p style="text-align: center;">Indicators</p> <p><i>Indicators of achieving outcomes.</i></p> <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 and areas of need and set new learning goals. |
| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Conceptual Learning & Transfer</p> <p>Design ongoing learning opportunities focusing on increasing the understanding and use of high yield instructional tools and strategies in any learning environment, connecting the classroom learning to our community, our history, and our culture through outdoor activities and FNMI concepts.</p> | <p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. | |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
|--|--|

| <p>Goal 3 <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 First Nations, Métis and Inuit student success</p> <p>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> | <p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and</p> | <ul style="list-style-type: none"> ● 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. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic |

Canada, including Treaty Rights and the importance of reconciliation.” *AB ED Ministerial Order on Student Learning, p. 2*

advising, graduation planning, careers and post-secondary programs.

- Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

Strategies

Strategy 1: Weave foundational ways of knowing into all curricula

Continue to develop collective capacity to incorporate instructional practices that honour traditional teachings, incorporating strategies learned in our lead team book study “Ensouling our Schools.”

Measures and Targets

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

Provincial

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

- Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.

Local

- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in 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 in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of **tools, services and strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

| <p>Goal 4 <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</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“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.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p> | <ul style="list-style-type: none"> ● 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 |

| <p>Strategies</p> | <p>Measures and Targets</p> |
|--|---|
| <p>Strategy 1: Continuous Improvement Cycles Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making and practices to inform teacher practice and support student growth and achievement.</p> <p>Strategy 2: High-Yield teaching strategies Continue school-wide use of high-yield principles and practices for literacy and numeracy that support transfer of knowledge and skills within and across all subjects for overall student growth and achievement.</p> | <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science. <p>Local</p> <ul style="list-style-type: none"> ● RRST (Reading Readiness in English & French): Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations. ● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 – |

| | |
|--|--|
| | <p>9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</p> <ul style="list-style-type: none"> ● GB+ & DRA (Literacy Assessments in French): Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension. ● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. ● School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
|--|--|

| <p>Goal 5 <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 excellence in teaching, learning and leading that 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.</p> <p>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</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 and reflective 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. |

resulting in quality teaching, leading, and learning for all.” *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*

- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Strategies

Strategy 1: Lead teachers and School Leadership Team

Continue the Lead Teacher structure in our school to guide adult learning through collaborative conversations across schools.

Strategy 2: Differentiated Professional Development

Continue to design professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of learning.

Measures and Targets

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

Provincial

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

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

Assurance Links for SUCCESS

For Further Information Follow Links to

Link to staff engagement on school intellectual engagement data:

https://docs.google.com/document/d/1Lv-IR6GutvQ6WADm1Nig_M3VVoRI5_-rLCII5Mhp8ec/edit?usp=sharing

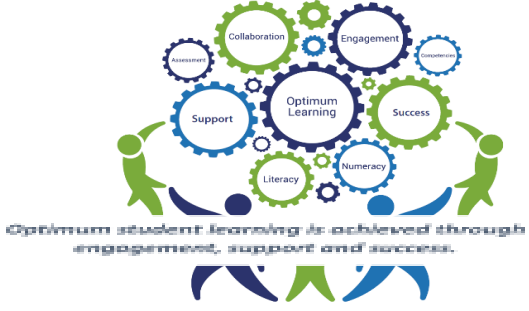
Learning Celebration:




<https://docs.google.com/presentation/d/1-ZkTngm-Fv6DA4QHdgEZQLLpeM99PwLQgHCwSWSbqXw/edit#slide=id.p>

Professional development:

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/pd-opportunities?pli=1&authuser=1>

To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

| | | |
|---|---|--|
| <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>Our Commitments for Optimum Student Learning</p>  | <p>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>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</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>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p> |

| | | | | | |
|--|--|---|--|--|---|
| Governance | |  | | Teaching and Leading | |
| 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. | | | | Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning. | |
| Engagement | | Support | | Success | |
| Local and Societal Context | | Learning Supports | | Student Growth and Achievement | |
| Goal 1 Advance stakeholder engagement and communication | Strategic Plan Stakeholder Engagement and Communications | Goal 1 Advance wellness and well-being | Strategic Plan Wellness and Well-being | Goal 1 Advance innovation and design | Strategic Plan Innovation and Design |
|  | | Goal 2 Advance our continuum of support | Strategic Plan Continuum of Support | Goal 2 Advance literacy and numeracy | Strategic Plan Literacy and Numeracy |
| | | Vision 2034: Prepared for the Future  | | Goal 3 Advance First Nations, Métis and Inuit student success | Strategic Plan First Nations, Métis and Inuit student success |
| Governance | | | | Goal 4 Advance learning for transfer | Strategic Plan Learning for Transfer |
| | | | | Teaching and Leading | |

| | | | | |
|--|---|--|---|---|
| Goal 2 Advance evidence-based continuous improvement and assurance | Strategic Plan Continuous Improvement and Assurance | | Goal 5 Advance excellence in teaching, learning and leading | Strategic Plan Excellence in teaching, learning and leading |
|--|---|--|---|---|