

Welcome to Longview School Education Plan

Our Story of Engagement, Support, and Success for each Learner

THE FUTURE IS NOT SOMETHING WE ENTER.

THE FUTURE IS SOMETHING WE CREATE.

Our future is created by the young people in our classrooms today, fostered by the educators invested in the pursuit of their potential, and nurtured by the same community that will be the beneficiary of what they create.



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

Longview 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 would like to acknowledge the land of Treaty 7 that Longview School is built on. We are grateful to live and learn in the beauty of the seasons, the rivers, the fields and the mountains. We are grateful for the food and the water that this land provides us with. We are thankful for the fresh air that we breathe, the sun that gives us light and the dark that gives us rest. We are also thankful for the animals that we share this land with, and what nature has to teach us; be respectful of our surroundings for there is much that has been here long before us and much to come long after us, be quiet and listen, be calm and be careful. We are part of a community, and we must take care of the land and all that is nurtured by it. We appreciate the generosity of the Stoney Nakoda for allowing us to live, learn and play on their land. We are thankful for our Eden Valley neighbors and for their willingness to build friendships and to share their culture with us.

[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

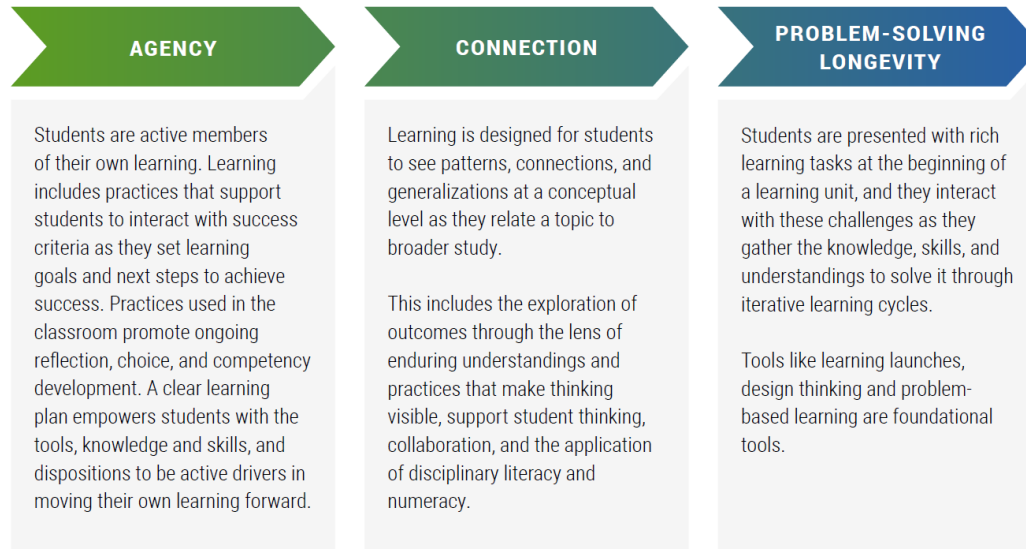
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

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

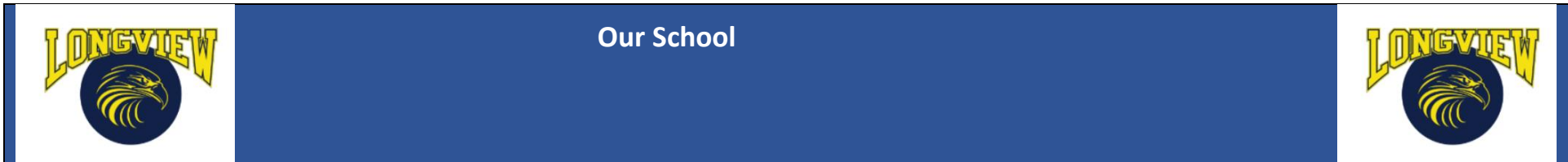
» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;">Commitments</p> <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	<p style="text-align: center;">Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement

<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p>Governance</p>		<p>Teaching and Leading</p>
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>



Longview school is a hidden gem and serves a unique population of about 60 children from kindergarten to grade 6. This small student population allows for authentic connections and relationships between staff, students, families and community. With a rich 60-year history in the Foothills, this rural school supports both the local children, as well as children from the neighboring community of Eden Valley

Our Celebrations and Highlights

We focus on individual needs, including social, emotional, and academic every day for every child. Our students feel safe and supported in their learning journey. Our attendance is steadily improving as our families dedicate to the importance of school for their child’s emotional and academic development. As a school team, there has been a genuine desire to find joy in the everyday moments and to create an environment and a culture that is supportive of one another, of students, and of families.

We have been celebrating academics through a lens of transferable learning, we have been incorporating nature and the environment into our daily lives, and we are working on improving each individual student’s academic abilities. We have started athletic seasons such as triple ball, basketball, track and field and badminton while at the same time offering fine arts opportunities such as a school-wide choir and our band program. Our students volunteer in the community, advocate for their needs with local government and are mentors to their younger peers. Longview school is a special place for children to learn and grow together.

Our school-based team meets regularly to refine our strategies, set goals, and use our data to identify areas for improvement in order to meet each student’s needs. We communicate regularly and effectively with our community and welcome their unique perspectives and ideas.

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement Community Engagement Engagement Opportunities

Advance Stakeholder Engagement and Communications Advance Continuous Improvement and Assurance

Areas of Strength	Areas for Growth
<p>Student Engagement: Directly involve students in meaningful learning through goal setting, setting expectations and encouraging individual accountability</p> <p>Staff Engagement: Foster collective efficacy through staff voice, building leadership capacity and setting high expectations</p> <p>Parent Engagement: Create intentional opportunities to engage families in conversation about their child’s personal and academic goals</p> <p>Community Engagement: Share the Ed plan, invite parents to attend school council, advertise and celebrate Longview school in the community</p> <p>Communications: Using social media, websites and local advertising, celebrate our school goals and our school accomplishments</p>	<ul style="list-style-type: none"> Bringing back community and parent engagement and involvement Actively working with students to engage in their greater community
	<h4 style="text-align: center; margin-bottom: 10px;">Next Steps</h4> <ul style="list-style-type: none"> Grades 5’s and 6’s participating in student matters divisionally Collaborating with school council to involve a greater number of families into the daily lives of Longview School

Key Insights for Support

Policy 14: A Place for All
Safe Positive Schools

Advance Wellness and Wellbeing
Advance our Continuum of Supports

Areas of Strength

- Intentionally teach problem solving skills and to provide opportunities for mindfulness
- Build relationships with students through loving and consistent expectations and boundaries
- Children feel safe and supported at school
- Our students are building self-confidence after difficult pandemic years

Areas for Growth

- Provide space and time to regulate and implicitly teach self-regulation strategies
- Internal resilience worldwide is low with the 2 years our students have gone through
- Students reported lack of peer connection

Next Steps

- Provide opportunities for peer connection (clubs, teams)
- Explicitly teach resiliency skills and strategies

Key Insights for Success

Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success

Advance Innovation and Design

Areas of Strength

- Incorporate makerspace into the learning commons space
- Utilize hands-on science experiments and learning

Areas for Growth

- Project-based learning in the Math classroom

<ul style="list-style-type: none"> • Cross-curricular activities incorporating makerspace and subject areas • Incorporating the real world into our daily lives • Utilizing real world examples as a daily part of our learning 	<ul style="list-style-type: none"> • Multi-age groupings to facilitate conceptual learning
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Bring field trips into our experiential learning to tie the in class learning to the outside world • Bring visiting presenters, guest speakers and experts to bring the learning alive
Advance Learning that Transfers	
<p style="text-align: center;">Areas of Strength</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, areas of need and set learning goals • Students set personal learning goals to deepen their learning and to work on individual areas of growth • Individualized goal setting • Applying knowledge to the outside world 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Using feedback to improve learning • Identifying individual strengths and focusing on strengths to advance student learning
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Explicit teaching of feedback cycles and self-reflection • Deepen students’ understanding of prior concepts through content lines and cross-curricular learning
Advance Literacy and Numeracy	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Early and targeted interventions 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Celebrate individual progress rather than provincial standardized data

<ul style="list-style-type: none"> • Strategic universal strategies to decrease learning gap • Intentional differentiation • Our school naturally differentiates for all students' needs • Students receive ongoing targeted support 	<ul style="list-style-type: none"> • Aim for at least 1 grade-level improvement for each child with the goal of narrowing the gap by the end of grade 6
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Collaborative response model to identify student needs early • Create a collaborative and responsive cycle throughout the year
<p>Advance First Nations, Métis, and Inuit student success</p>	
<p style="text-align: center;">Areas of Strength</p> <ul style="list-style-type: none"> • Building relationships with our Eden Valley families • Invite elders and knowledge keepers into our school • Daily embed FNMI ways of knowing into our daily work • Working collaboratively with our community partners • Infusing FNMI content and knowledge into our daily practice 	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Invite elders and knowledge keepers in to share their rich history • Visit other schools so they can get to know our wonderful Eden Valley students
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Participate in Eden Valley days
<p>Advance Teaching, Learning and Leading</p>	
<p>Areas of Strength</p>	<p style="text-align: center;">Areas for Growth</p> <ul style="list-style-type: none"> • Collaborate on effective ways to differentiate for our learners

<ul style="list-style-type: none"> • Involve our staff in the creation of our school-based goals • Collaborate with other schools to inform our learning • Ensure that teachers have a voice in the ongoing development of our Ed Plan • Collaboration • Responsive and thoughtful staff learning 	<ul style="list-style-type: none"> • Reflect and respond to changes in our students' data
	<p style="text-align: center;">Next Steps</p> <ul style="list-style-type: none"> • Participate in ongoing PD • Engage in reflective IPGP work

Our Story of Engagement

At our School

Our students are engaged in their learning and have a voice in the decisions that are made. Longview staff is committed to active participation in school and active enhancement of our school. For instance, our greater community is involved in our property and our families contribute their ideas to programming, discipline, and vision. Our families are critical partners in their children's education. Our teachers go above and beyond to create a learning environment that is safe, joyful, rigorous and consistent.

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

Measures and Targets

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

Provincial

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

Local

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

Strategies to Advance Stakeholder Engagement

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Student Engagement

- Students are engaged in student matters to involve the divisional initiatives into our school community
- Students are involved in meaningful ways through goal setting
- Students collaborated in the creation of a school code of conduct to promote individual accountability and responsibility

Strategy 2: Staff Engagement

- Staff are given leadership roles throughout the school
- Collective efficacy is promoted and celebrated by setting high expectations and gathering staff voice

Strategy 3: Parent Engagement

- Parents are involved in the planning of school-wide activities such as hot lunch, spirit days and sports days
- Parents are given specific and intentional opportunities to engage in conversation about their child’s personal and academic goals

Strategy 4: Community Engagement

- The greater Longview community is involved in our culture through mentorship, collaboration and volunteerism
- Involve our greater school community to be involved in our regular activities

Strategy 5: Communications

- Collaboration with Stoney Nakoda Education Authority
- Monthly newsletter
- Regular social media advertisement

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p>Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</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"> ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity

- Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities
- AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans
- fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements
- provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

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: Goal setting

- Implicitly teach and empower students to use reflection and goal setting in their learning

Strategy 2: Family involvement

- Provide opportunities for families to be involved in their children’s education

Strategy 3: Relationship building

- Strategically and intentionally involving our community and families into the very fabric of our school culture

Our Story of Support

At Longview school, what you need you will have! Everyday students’ social, emotional, and academic well-being are individually considered. Support and care are strengths of the Longview School staff. We are promoting and creating a school culture and environment that is wellness-focused, supportive and compassionate. Students know that they can count on staff to both support them and hold them accountable, trusting that staff have their best-interest at heart. See our continuum of supports [here](#).

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance 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 robust continuum of supports ▪ students will develop a better understanding of themselves that will allow 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ learners are active, healthy, and well ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning

	<p>them to make decisions, achieve goals, build resiliency, and adapt to change</p> <ul style="list-style-type: none"> ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
--	--	--

Measures and Targets

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

Provincial

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

Local

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

Strategies to Advance Wellness and Well-being

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Continuum of supports

- Refine continuum of supports to combine academic, behavioural and emotional strategies

Strategy 2: Collaborative problem-solving

- Implement restorative peer resolution policies that teach empathy and accountability

Strategy 3: Improve access to services

- Weekly support from Family School Liaison Counsellor

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

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ 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. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ 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: Restorative discipline

- How we treat each other at Longview school was collaboratively designed and implemented

Strategy 2: Restorative circles

- Restorative conversations continue to be the primary method of resolving conflict by allowing students to own their behaviour and make it right with anyone who has been harmed by their words or actions

Strategy 3: 3 B's of Longview Eagles

- Best: Am I always doing my best?
- Better: How can I make this situation better?
- Belong: Do my actions help all people belong to our school community?

Our Story of Success

We love to celebrate our students! There is increased trust with our families and community as we work together to improve student learning. Our high expectations allow students to thrive as they do their best in all they do. We celebrate individual academic growth of each child in their holistic learning journey.

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

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Innovation and Design

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: Connection to the real world

- Create and promote opportunities for real-world learning

Strategy 2: Community connection

- Embedding volunteerism into our regular school culture

Strategy 3: Active citizenship

- Infusing advocacy into the social studies curriculum and learning

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance learning that transfers: Advance learning for transfer to deepen student thinking and understanding of concepts through learning	<ul style="list-style-type: none"> ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential 	<ul style="list-style-type: none"> ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts

<p>experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<ul style="list-style-type: none"> ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations
---	---	---

<p>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"> ▪ Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. ▪ Program of Studies: Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. ▪ Work Preparation: Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ▪ Citizenship: Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ▪ Overall Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. ▪ Lifelong Learning: Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none"> ▪ FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures. ▪ Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement, student growth and achievement. 		
---	--	--

<p>Strategies to Advance Learning that Transfers</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>Strategy 1: Application of knowledge</p> <ul style="list-style-type: none"> • Provide opportunities to apply academic learning into the community and daily lives 		
<p>Strategy 2: Drawing from experiences</p> <ul style="list-style-type: none"> • Draw from individual experiences, culture, and personal lives in order to make connection to learning 		
<p>Strategy 3: Connection to background knowledge</p> <ul style="list-style-type: none"> • Offer experiences that lead to exposure and increased background knowledge which will in turn allow for a more successful transfer of learning 		

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

Measures and Targets

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

Provincial

▪ **Learning Outcomes (PAT):**

- Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 Provincial Achievement tests **English Language Learners.**

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **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: Targeted and Individualized supports

- Needs continue to drive our support system and is evaluated and adjusted regularly

Strategy 2: Assess student progress to adjust programming and instruction

- Teachers are reflective of students' results in planning and implementing the curricula

Strategy 3: Infuse a variety of learning tasks

- Students' unique needs are considered when planning our assessment and learning tasks

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

▪ **Learning Outcomes (PAT):**

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

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

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

Strategies to Advance First Nations, Métis, and Inuit student success

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Strategy 1: Collaborate with FNMI families to walk together through this learning journey

Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

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

<p>Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning</p>	<p>Indicators <i>Indicators of achieving outcomes</i></p> <p>▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning</p>
--	---	--

<p>leading those results in improved student growth and achievement.</p>	<p>opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” GOA, Ministry of Education – Business Plan 2020-23, p.56</p>	<p>needs, interests, and cultural, social, and economic circumstances of all</p> <ul style="list-style-type: none"> ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
---	--	---

Measures and Targets

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: Teachers collaborate and learn together

- Teachers work together, support each other and learn from each other.

Strategy 2: Team approach support students and staff

- Staff support each other and draw from one another's strengths.

Strategy 3: School team collaboratively builds learning plan

- Staff collaborate throughout the process of setting school goals and implementing divisional plans.

Foothillsschooldivision.ca

