## Longview 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

Longview School is both special and unique in that it serves about 60 children from Kindergarten to Grade 6. 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.

### School Highlights and Celebrations

While the challenges and the changes have been many, we also have much to highlight and to celebrate.

The entire school community has certainly been flexible and open to the everchanging year. A focus on individual needs (social, emotional and academic) and consistency has had students feel both supported and safe during a time that has imposed a loss of control and predictability. Our attendance has been more consistent and we believe that is due to the fact that at-home online learning has had everyone appreciate being AT school that much more.

As a school team, there has been a genuine desire to find joy in the year and to create an environment and a culture that is supportive of one another, of students and of families. Our team took an "all hands on deck" approach to the year and ensured that everyone had what they needed to navigate the uncertain times. We also used the opportunity to rebrand our school and to create an environment that represents our current clientele.

### 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)**

- When students were at school, they were engaged, hopeful and genuinely happy to be at school
- Success (social, emotional, and academic) was impacted by COVID related policies (close contacts, isolation, and illness)
- Internal resilience was highlighted in our SOS Q results as an area of focus - students felt supported and able to manage when they were at school but struggled with coping and managing when learning was online
- Gaps in learning as a result of transitioning back and forth from in person learning to online, at home learning
- The school team (staff) remained positive and hopeful throughout the school year - looking for opportunities to remain connected, supportive and responsive to colleagues and to student/family needs
- Consistency with attendance was impacted by mental exhaustion, Covid fatigue and lockdowns (Eden Valley was closed to the school bus)
- Intentional and consistent opportunities to engage/involve stakeholders (community, parents, School Council) in the progress and the success of the Education Plan ex: School Council meetings, Opening Year Event - Sept 10, Parent Teacher Conversations,

# Engagement

## *for each learner*
Engagement that is timely, meaningful and collaborative

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

**Student Engagement** - our student engagement is reflective of the teacher/team engagement - improved desire and commitment to attendance, active participation both in school and online, active in the enhancement (rebranding) of our school (clean up, organization, voice and choice in purchasing literature for the learning commons)

**Teacher Engagement** - above and beyond commitment to creating a learning environment that is safe, joyful, rigorous and consistent

**Parent Engagement** - actual partners in education - directly involved with at home learning as an extension of in person learning, more aware of the perspective and the commitment of educators, increasingly more responsive

**Community Engagement** - increase in the number or people and organizations that have reached out in support of the school (monetary donations), local library created a "story walk" in the community so students could remain connected to the community and the services

| Goal<br>*Desired Result* | Outcomes<br>*Measurable statements of what FSD seeks to achieve.* | Indicators<br>*Indicators of achieving outcomes.* |
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| **Advance stakeholder engagement and communications**<br>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. | Purposeful and appropriate stakeholder engagement and communication strategies ensure:<br>● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system.<br>● communication provides assurance. | ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School.<br>● Stakeholder engagement informed decision making and education plans. |

| ==Strategies==<br>*==Strategies are actions taken to achieve goals and desired outcomes.==* | Measures and Targets<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* |
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| **Strategy: Student Engagement** - Continue to involve students in meaningful learning through goal setting, setting expectations and standards and by encouraging individual accountability | **Provincial**<br>● **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.<br>**Local** |

**Strategy: Staff Engagement -** Continue to foster collective efficacy through voice, building leadership capacity and by setting high expectations

**Strategy: Parent Engagement -** Continue to create specific and intentional opportunities to engage families in conversation about their child's personal and academic goals, as well as those of the school (Education Plan, Continuum of Supports)

**Strategy: Community Engagement -** Continue to look for opportunities to share our Education Plan, our Continuum of Supports, our achievements and accomplishments within the school enhancement (rebranding)

- Continue to look for opportunities to bring the School Council into support our events "this is what we would like to do and this is how School Council can support'

- Continue to look for opportunities to invite preschool families to events

**Strategy: Communications -** Continue to build connections between and among - Longview, Chief Jacob Bears Paw School, The Wellness Center, First Nations Health Consortium, Foothills School Division, Child and Family Services, etc.

- **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, 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)

| Goal<br>*Desired Result* | Outcomes<br>*Measurable statements of what FSD seeks to achieve.* | Indicators<br>*Indicators of achieving outcomes.* |
|---|---|---|
| **Advance evidence-based continuous improvement and assurance.**<br>Learners communicate, collaborate and solve problems together to advance education | Assurance has been achieved through:<br>● Building relationships.<br>● Engaging with education partners and stakeholders. | ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. |

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| excellence and provide assurance for student growth and achievement. | ● Creating and sustaining a culture of continuous improvement and collective responsibility. | ● 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.<br>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.<br>● 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. |

| Strategies | Measures and Targets |
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| *Strategies are actions taken to achieve goals and desired outcomes.*<br>*(Share 1 to 3 Strategies)* | *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* |
| **Strategy: Student Engagement** - Continue to implicitly teach students the power and impact of goal setting and reflection<br><br>**Strategy: Parent Engagement and Community Engagement -** Compel families to set goals and commitments with their children regarding education/academics (reflections at reporting periods)<br><br>- Continue to look for opportunities to engage families and the community in conversation regarding education/school attendance in an attempt to broaden our understanding and theirs (inconsistent attendance and the direct impact on social, emotional and academic growth and well being) | **Provincial**<br>● **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.<br>● **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.<br>● **Overall Quality of Basic Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.<br>**Local**<br>● **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures.<br>● **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) |
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==For Further Information Follow Links to==

to include parent reflection commitment sheet

# 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)
==*what you need you will have*== *- regardless of what policies and procedures exist - students social, emotional and academic well being are* ==*individually considered*==

While support and care are a tremendous strength of the Longview School staff, this year more than ever it has been evident that we are promoting and creating a school culture and environment that is wellness focused, supportive and compassionate. The success we see with students and staff is a result of loving boundaries, consistency and high expectations. Our staff models expectations and acts with integrity, and actively holds our students to high standards. Students know that they can count on staff to both support and to hold them accountable and can trust that they will have what they need to be successful at school (food, sleep, supplies, modifications, individual support, compassion, and boundaries).

| Goal | Outcomes | Indicators |
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| *Desired Result* | *Measurable statements of what FSD seeks to achieve.* | *Indicators of achieving outcomes.* |
|---|---|---|
| **Advance wellness and well-being**<br>Develop collective efficacy in advancing a culture of wellness and well-being. | ● Learners contribute to developing and advancing cultures of wellness and well-being.<br>● Learners contribute to and feel welcomed, cared for, respected and safe.<br>● Learners access a continuum of support.<br><br>"Students will learn<br>● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change<br>● to build resilience and positive mental health skills for suicide prevention<br>● to know the difference between and how to manage health stress and traumatic stress"<br>*Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11*<br><br>"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."<br>*Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17* | ● Improved wellness and wellbeing in students and staff .<br>● All students and staff demonstrate understanding and respect for the uniqueness of all learners.<br>● All learning environments are welcoming, caring, respectful and safe.<br>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.<br>● Improved understanding of an inclusive education system is shared by all education partners.<br>● Improved collaboration with education partners to support learning.<br>● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.<br>● Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities. |

| ==**Strategies**==<br>==*Strategies are actions taken to achieve goals and desired outcomes*==<br>==*(Share 1 to 3 Strategies)*== | | **Measures and Targets**<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* |
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| - Continue to support students through regular circle check ins | | **Provincial** |

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| - Continue to intentionally teach problem solving skills and to provide opportunities for mindfulness<br><br>- Continue to model wellness as adults<br><br>- Continue to build relationships with students through loving and consistent expectations and boundaries | ● **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.<br>**Local**<br>● **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.<br>● **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) |

| Goal<br>*Desired Result* | Outcomes<br><br>*Measurable statements of what FSD seeks to achieve.* | Indicators<br>*Indicators of achieving outcomes.* |
|---|---|---|
| **Advance our Continuum of Supports**<br>Continue to develop and advance our continuum of support. | FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.<br><br>"A board, as partner in education, has the responsibility to<br>　　(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education."<br>*Alberta Education Act, pages 39-40*<br><br>"To support children and students in attaining the goals as stated in the *Ministerial Order on Student Learning*,school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports."<br>*Alberta Guide to Education, Page 27* | 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.<br>● Students and staff demonstrate understanding and respect for the uniqueness of all learners.<br>● Learning environments are welcoming, caring, respectful and safe.<br>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.<br>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.<br>● 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.<br>● Structures and systems support learning and meet the needs of students, families, staff and communities. |
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| **Strategies**<br>*Strategies are actions taken to achieve goals and desired outcomes.*<br>*(Share 1 to 3 Strategies)*<br><br>- Continue to develop our Holistic Continuum of Supports that will include support for students, families and staff | | **Measures and Targets**<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*<br><br>**Provincial**<br>● **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.<br>● **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.<br><br>**Local**<br>● **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.<br>● **School Continuum of Supports**<br>Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.<br>● **School-based Students' Matters Engagement**<br>Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.<br>● **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** | | |

# 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)

*our students are reflecting our expectations - behaviour, academic and social emotional ( we are really beginning to see our investment over the last 3 years)*

| **Goal 1**<br>*Desired Result* | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve.* | **Indicators**<br>*Indicators of achieving outcomes.* |
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| **Advance innovation and design**<br>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 | "Students will integrate the broad 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 | 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. |

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| and career exploration that develops life-long learners and active citizens that are prepared for the future. | world with intellectual curiosity and humility, understanding our inherited traditions, engaging 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." *AB ED Ministerial Order on Student Learning, p. 2* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. | |

| Strategies | Measures and Targets |
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| *Strategies are actions taken to achieve goals and desired outcomes.* (Share 1 to 3 Strategies) | *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* |
| - Continue to create opportunities for connectedness beyond Longview School<br><br>- Continue to create and promote opportunities for actions of impact<br><br>- Continue to create opportunities for students to interact with their local community and the environment, as global citizens | **Provincial**<br><ul><li>**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.</li><li>**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.</li><li>**Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li></ul>**Local**<br><ul><li>**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.</li><li>**MyBluePrint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.</li><li>**Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.</li><li>**Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and</li></ul> |

| | student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
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| **Goal 2**<br>*Desired Result*<br><br>**Advance learning for transfer**<br>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. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve.*<br><br>Learners will be able to explore and develop their skills and passions and achieve their highest potential.<br><br>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.<br><br>"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." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52*<br>"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." *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020* | **Indicators**<br>*Indicators of achieving outcomes.*<br><br>● Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.<br><br>● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. |

| ==**Strategies**==<br>==*Strategies are actions taken to achieve goals and desired outcomes.*==<br>==*(Share 1 to 3 Strategies)*==<br><br>- Continue to provide/encourage opportunities to use their "school" learning in their daily lives | **Measures and Targets**<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*<br><br>**Provincial** |

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| - Continue to draw on the experiences of our students in an effort to encourage connection and transfer<br><br>**- Continue to offer experiences that lead to exposure and increased background knowledge which will in turn allow for a more successful transfer of learning** | ● **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.<br>● **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.<br><br>**Local**<br><br>● **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.<br>● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.<br>● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.<br>● **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) |
| **Goal 3**<br>*Desired Result*<br><br>**Advance First Nations, Métis and Inuit student success**<br>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. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve.*<br><br>First Nations, Métis and Inuit learners are successful.<br><br>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.<br><br>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. |

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| **Indicators**<br>*Indicators of achieving outcomes.*<br><br>● Improved programs, services, and strategies for First Nations, Métis and Inuit student success.<br>● 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.<br>● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, |

| | "Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation." *AB ED Ministerial Order on Student Learning, p. 2* | high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs.<br>● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions. |
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| Strategies | Measures and Targets |
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| *Strategies are actions taken to achieve goals and desired outcomes.*<br>*(Share 1 to 3 Strategies)*<br><br>- Continue to intentionally integrate the culture and traditions of our students into our physical spaces, events, activities and the learning<br><br>- Continue to look to our students, families and the community for authentic exposure and understanding of culture and traditions<br><br>- Continue to engage in conversations with families and the extended community to seek understanding regarding expectations/goals for their children at school | *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*<br><br>**Provincial**<br>● **Learning Outcomes (PAT & Diploma):**<br>   o Increase in 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 for self-identified First Nations, Métis, and Inuit students.<br>**Local**<br>● **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.<br>● **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.<br>● **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.<br>● Evidence of **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.<br>● Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.<br>● **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) |
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| **Goal 4**<br>*Desired Result*<br><br>**Advance literacy and numeracy**<br>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success. | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve.*<br><br>Learners are literate and numerate<br><br>Students will have the literacy and numeracy competency to engage in learning across the content areas<br><br>"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 – Foundations for Learning, p. 1* | **Indicators**<br>*Indicators of achieving outcomes.*<br><br>● Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.<br>● Improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)<br>● Improvement in foundational numeracy and mathematical knowledge and skills for all students |

| <span style="background-color: yellow">**Strategies**</span><br><span style="background-color: yellow">*Strategies are actions taken to achieve goals and desired outcomes.*</span><br><span style="background-color: yellow">*(Share 1 to 3 Strategies)*</span> | **Measures and Targets**<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.* |
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| - Continue to provide targeted and individualized support for students determined by need<br><br>- Continue to assess student progress as a means to direct programming and supports | **Provincial**<br>● **Learning Outcomes (PAT & Diploma):**<br>  o  Increase in 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.<br>**Local** |

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| | - **RRST (Reading Readiness in English & French):** Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.<br>- **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.<br>- **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.<br>- **School Professional Learning Plans** indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.<br>- **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) |

| **Goal 5**<br>*Desired Result* | **Outcomes**<br>*Measurable statements of what FSD seeks to achieve.* | **Indicators**<br>*Indicators of achieving outcomes.* |
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| **Advance excellence in teaching, learning and leading** that results in improved student growth and achievement. | 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.<br><br>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 | - 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.<br>- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.<br>- Teachers and leaders improve their professional practice in learning for transfer. |

| | considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56* | • Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.<br>• Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. |
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| <div align="center">**Strategies**<br>*Strategies are actions taken to achieve goals and desired outcomes.*<br>*(Share 1 to 3 Strategies)*</div><br>- Continue to collaborate, support and guide from within, by drawing on one another's strengths<br><br>- Continue to promote a "team approach" in support of both students and staff - creating an environment and culture that is inclusive, compassionate and capacity building | <div align="center">**Measures and Targets**<br>*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*</div><br>**Provincial**<br>• **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.<br>**Local**<br>• **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.<br>• **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) | |

| <div align="center">**Assurance Links for SUCCESS**</div> |
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| ==*For Further Information Follow Links to*== |

# To Achieve our Education Plan we focus on Engagement, Support and Success for each learner
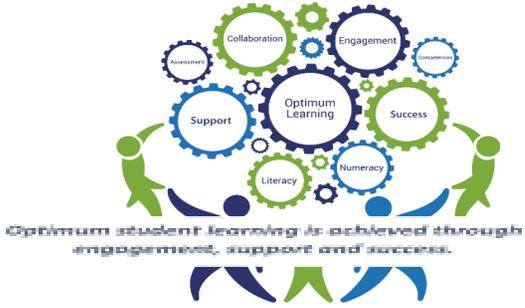
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| **Our Vision**<br>Engagement, Support and Success for Each Learner.<br><br>**Our Mission**<br>Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them… Develop them…Celebrate them. | **Our Commitments for Optimum Student Learning**<br><br><br>*Optimum student learning is achieved through engagement, support and success.* | **Our Priorities**<br>**Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.<br>**Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.<br>**Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership. |
| **Engagement** | **Support** | **Success** |
| **Local and Societal Context** | **Learning Supports** | **Student Growth and Achievement** |
| **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts. | **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. | **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners. |
| **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. | *Explore • Develop • Celebrate!*<br>**Foothills**<br>SCHOOL DIVISION | **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 | |
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| **Local and Societal Context** | | **Learning Supports** | | **Student Growth and Achievement** | |
| **Goal 1**<br>Advance stakeholder engagement and communication | **Strategic Plan**<br>Stakeholder Engagement and Communications | **Goal 1**<br>Advance wellness and well-being | **Strategic Plan**<br>Wellness and Well-being | **Goal 1**<br>Advance innovation and design | **Strategic Plan**<br>Innovation and Design |
| | | **Goal 2**<br>Advance our continuum of support | **Strategic Plan**<br>Continuum of Support | **Goal 2**<br>Advance literacy and numeracy | **Strategic Plan**<br>Literacy and Numeracy |
|  | | **Vision 2034: Prepared for the Future**<br> | | **Goal 3**<br>Advance First Nations, Métis and Inuit student success | **Strategic Plan**<br>First Nations, Métis and Inuit student success |
| | | | | **Goal 4**<br>Advance learning for transfer | **Strategic Plan**<br>Learning for Transfer |
| **Governance** | | | | **Teaching and Leading** | |
| **Goal 2**<br>Advance evidence-based continuous improvement and assurance | **Strategic Plan**<br>Continuous Improvement and Assurance | | | **Goal 5**<br>Advance excellence in teaching, learning and leading | **Strategic Plan**<br>Excellence in teaching, learning and leading |