

# Welcome to Meadow Ridge School Education Plan

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



**EMPOWERING HEARTS, HEADS, AND HANDS TO MAKE A DIFFERENCE**

*Nurturing our community, engaging in thinking, engaging in action*

## Meadow Ridge School Education Plan 2021-24 (Year 3)

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

[2021-22 School Annual Education Results Report](#)

[School Website](#)

### School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3. [Truth and Reconciliation for Learner Success in Foothills School Division](#)

## Vision

Engagement, Support and Success for each learner

## Mission

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

## Priorities

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

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

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

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

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

## Commitments

- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
  - Engaging, communicating, and collaborating meaningfully with our learners and communities
  - Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

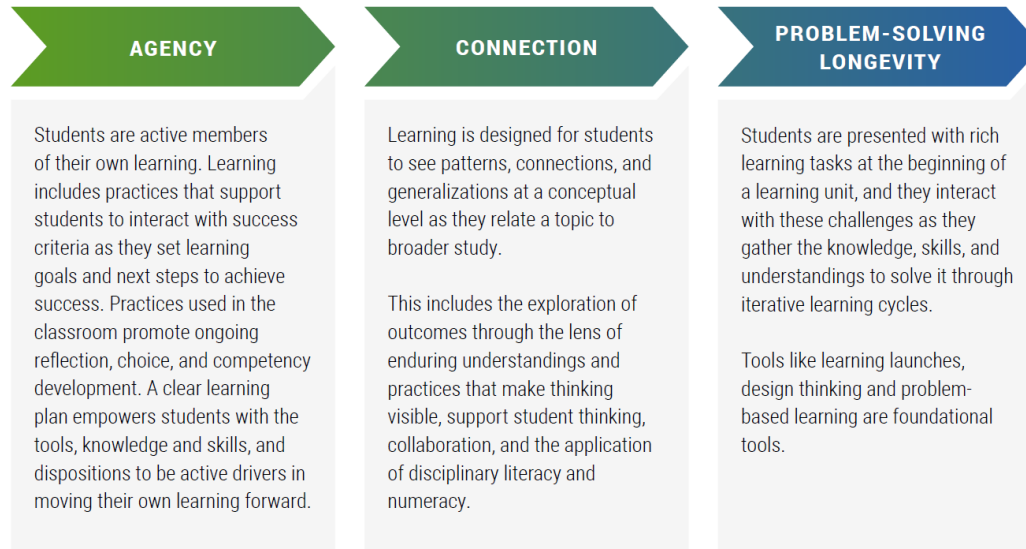
## Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide

assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

## Our Story of Learning

### »» THE FUTURE-FOCUSED MODEL FOR LEARNING



## Our Goals and Strategies

### Our Vision

Engagement, Support and Success for Each Learner.

### Our Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them...

### Commitments

- 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

### Our Priorities

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

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



## About Meadow Ridge School

Meadow Ridge School is the newest school in the Foothills School Division opening its door in September 2019. We currently have approximately 650 students Kindergarten through Grade 9 and are nestled in the north of Okotoks with beautiful views of the Rocky Mountains to the west and a wetland to the north. As a new school, we co-created our vision and mission before opening our doors:

### **Empowering hearts, heads and hands to make a difference.**

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

*We cultivate curiosity, nurture community, and grow global citizens.*



Meadow Ridge is Home of the Grizzlies of which our mascot was chosen by students in our first year. Like the Grizzly, we are resilient, patient and accepting, adaptive, know when to walk away, continuous learners who live in the present based on lessons from the past, and are courageous enough to be ourselves (Elmeligi & Marriott, 2020). To develop a safe, caring, welcoming learning environment, we focus on the Meadow Ridge Compass, also referred to as the 3 B's: helping others feel they **BELONG**, doing our **BEST**, and leaving spaces **BETTER** than the way we found them.

We have an unwavering belief that:

- All learners' have the potential to make a world of difference.
- Together we are better - collaboration is who we are and how we learn. Everyone has strengths and we all have areas to grow.
- Continuous improvement is the norm. We research, innovate and create to make an impact and develop life-long learners.
- Mistakes and misconceptions are part of the learning process.
- High expectations are for everyone; people reach the bar we set.
- Language matters – what we say affects culture.
- Relationships matter – we are valued and cared about for who we are.
- Environment matters – students learn better in varied learning environments that are learner centered. Spaces are for them.
- Feedback matters - learning is a journey of continuous improvement, which requires reflection and action on feedback from others.

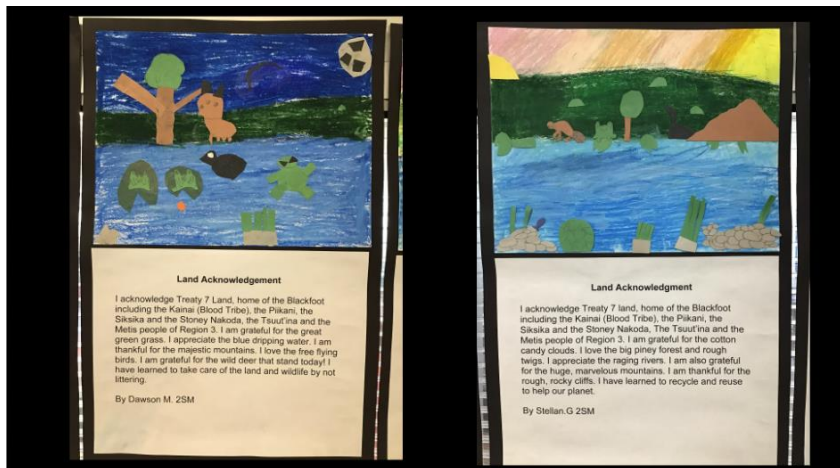
With 32 certified faculty and 14 support staff including, educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor, we offer a diverse range of learning opportunities within our learning studios, community and outdoors to make our vision live within the Meadow Ridge School community. Students are invited to attend and/or lead a variety of clubs and extracurricular activities which provides a well-rounded schooling experience focusing on intellectual engagement, health & well-being, positive peer relationships and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students in Grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These also include an introduction to construction using power tools, foods, recreation sport, coding and robotics, digital media, band, outdoor education, and drama to name a few. Kindergarten to Grade 6, CTF focuses on learning through play and Makerspace where students engage in the design thinking process, STEM, robotics, cooking, and crafting.

## Celebrations and Highlights

Our word of the year was *“Heart”* and we focused on the Heart of a Grizzly and the Heart of Learning.

One highlight was to continue to deepen our understanding of **First Nations perspectives and ways of knowing**. In our Grand Opening in September 2019, Clarence Wolfleg, a Siksika elder, blessed Meadow Ridge School and gifted us with the Blackfoot name **Kyityi Tyowaskoo**. We focused our first year around the concept of “story” which included how the building is tied to the land and reflects nature. Last year, several classes explored the outdoors on our school campus and found ways to honor the land on which our school site. This year focused on implementing the Seven Teachings of the Grandfather and What Bears Teach Us into what it means to be a Grizzly. We also had Dallas Arcand, an Indigenous artist present and hoop dance for the school. Our Fine Arts Festival also focused on creating art that celebrated indigenous culture and/or honored the land we live on. To celebrate Indigenous Day in June, our Kindergarten to Grade 9 buddies participated in a traditional circle dance on the land.





## What does it mean to be **A Meadow Ridge Grizzly?**

Like the Grizzly we are brave and **resilient**. We have the courage to challenge ourselves, to be **honest** and to be proud of who we are. We are **adaptable** and **respectfully accept** those who are different from ourselves. We defend what is right while knowing when to **walk away**. Although we live in the present, we also gain wisdom by **learning** from the past. Grizzlies live their best life when they are their **true selves**.



We also **engaged** different **community** members/organizations to build **social emotional awareness** to our Junior High students. Michael Gaultois, a burn survivor, presented his story with the message of listening to your inner voice and that choices you make impact your life. LUNA also gave a presentation on consent with a focus on digital media. Calgary City Police also presented to the Grade 9 classes regarding Youth Criminal Justice Act and the Education Act. Rowan House presented Grade 2 students on friendships and bullying. Big Brothers and Sisters ran a mentorship program where they trained junior high students to mentor Div 1 students.



Our **Leadership** class ideated different events for the school, pitched them to the administration, and then implemented them within the school. They consisted of May Madness, a dodgeball tournament; selling popcorn to raise money for lunch program supported through Star Fish Foundation, a charity we support as a school; Good Trouble campaign; Jr High Sports Day; and Fine Arts CTF Market. They also planned several student-led events such as Western Day, selling root beer floats to buy a mascot, school dances and pep rallies.



THANKS FOR YOUR SUPPORT AT OUR  
BAKE SALE EARLIER THIS YEAR!

WE RAISED ENOUGH MONEY TO SEND  
WADSON TO SCHOOL.

STAY TUNED FOR ANOTHER FUNDRAISER  
IN THE NEW YEAR TO RAISE MONEY FOR  
THE LUNCH PROGRAM AT THE SCHOOL IN  
THE DOMINICAN REPUBLIC!

-MRS LEADERSHIP

72

We continue to nurture our community by giving back and creating charitable citizens. The school focuses on school, local and international charities. We adopted the “Star Fish Foundation” which helps kids in the Dominican Republic. A family from Meadow Ridge reached out as they are involved with the organization. We raised enough money to send Wadson to school. We also raised \$800 for their lunch program. At the end of the year, we collected 847 lbs of food for Okotoks Food Bank. We donated the second largest amount of food for the year to the food bank which was more than the high schools. Hats on for Charity is run every Friday and each month we choose a different fundraiser. Some of the other organizations we supported are: Terry Fox Foundation and Veterans Food Bank. Overall, we raised over \$2100 for charity this school year.





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

### Key Insights for Engagement

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

<b>Areas of Strength</b>	<b>Areas for Growth</b>
<ul style="list-style-type: none"> <li>Strong Fundraising Committee including Hot Lunch Committee</li> <li>Community Connect emailed home every Friday with information about events and updates</li> <li>Analyze Assurance Data with faculty to create focused goals for their High Impact Team meetings.</li> <li>Expectation for teachers to bring evidence of student learning to meetings and discuss next pedagogical moves when students get it and do not get it.</li> <li>Collection of evidence of student learning in relation to digital portfolios. Co-created criteria with teachers for portfolios.</li> <li>Teacher survey in relation to school/division priorities</li> </ul>	<ul style="list-style-type: none"> <li>Involve more parents in School Council</li> <li>Continue to explore better ways to engage parents in the school</li> <li>Explore ways to engage the community</li> </ul>
	<h4 style="text-align: center; margin-bottom: 10px;">Next Steps</h4> <ul style="list-style-type: none"> <li>Find new School Council chair and Fundraising President; meet regularly with them</li> <li>Attract more parents to School Council</li> <li>Continue to use protocols during HIT where teachers learn from one another and examine impact of teaching approaches</li> <li>Brainstorm community members that can support school and engage them at the school level</li> <li>Celebrate and better get to know our families at MRS</li> </ul>

<ul style="list-style-type: none"> <li>• Parent Engagement Survey to ask about needs, suggestions and priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to respond to feedback from Parent Engagement Survey</li> </ul>
---	---

**Key Insights for Support**

**Advance Wellness and Wellbeing  
Advance our Continuum of Supports**

<b>Areas of Strength</b>	<b>Areas for Growth</b>
<ul style="list-style-type: none"> <li>• Social Emotional Learning Curriculums – universal classroom</li> <li>• Identifying and using Universal Design for Learning strategies</li> <li>• Implementation of BLAST reading intervention kits – Grade 3 pilot</li> <li>• The Heart of the Grizzly – character development program created at school level</li> </ul>	<ul style="list-style-type: none"> <li>• Universal support in Jr High</li> <li>• Intervention supports for reading and recall of basic facts</li> <li>• Embedding wellness outcomes and supports at classroom level</li> <li>• Social-emotional learning for friendships, bullying, consent, etc</li> </ul>
	<b>Next Steps</b>

## Key Insights for Success

### Advance Innovation and Design

#### Areas of Strength

- Project based learning focused on opportunities to think/act in discipline-based ways, such as an archaeologist, conservationist, engineer, etc.
- Providing authentic, real-world projects that allow students to engage in meaningful work
- CTF Market allowed students to create/innovate for the purpose of raising funds for CTF programs

#### Areas for Growth

- Increase teachers' capacity to embed STEM and problems in core classes
- Increase the opportunities to have experts in various fields present to classes to share connections
- Increase coding and design thinking in classes

#### Next Steps

- Trial new Jr High Options to allow for more choice and alignment to CTF wheel/curriculum
- Increase resources for coding/design projects
- Explore “SPARKS” for Div 2
- Continue to create an innovative space in the school Learning Commons

### Advance Learning that Transfers

#### Areas of Strength

- Focus on concept-based learning in different contexts beyond the classroom
- Interdisciplinary unit planning allowing students to think about their learning through a variety of lenses.
- Focus on experiential and hands on learning
- Connections between concepts with current happenings in our world
- Incorporating critical thinking skills
- Cross-curricular projects that allow for transfer of learning and making connections beyond the classroom

#### Areas for Growth

- Identify main concepts and understandings across curriculums
- Continue to design learning tasks that are authentic and can lead to conceptual understanding
- Continue to build effective assessment capable learner practices to support learning & inform next pedagogical moves
- Use of essential questions and critical challenges to engage learners

#### Next Steps

- Focus on effective assessment practices to help students deepen their understanding
- Engage teachers in iterative cycles of collaborative professionalism that regularly examines student artifacts

**Advance Literacy and Numeracy**

<p align="center"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>•Paragraph/expository writing</li> <li>•Explicit teaching of foundational literacy skills including phonemic awareness and specific reading strategies such as Heggerty, Science of Reading, UFLI for Div 1</li> </ul> <p>Add in CC3/Lens data as a measure</p>	<p align="center"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>•Continued focus on building students reading comprehension across all grade levels</li> <li>•Targeted RTI plan for students who are below grade level</li> <li>•Student engagement in language arts</li> <li>•Recalling basic facts</li> <li>•Conceptual understanding and problem solving in numeracy/transferring knowledge and skills to novel situations and/or complex problems</li> </ul>
	<p align="center"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>•Return to embedding cross-grade groupings to target specific learning gaps in reading (RTI) in Grades 1 – 4 using BLAST program.</li> <li>•Focus on designing engaging tasks in both literacy and numeracy that focus on complex problems over time and conceptual understanding</li> </ul>

**Advance First Nations, Métis, and Inuit student success**

<p align="center"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>•Focus on embedding First Nations perspectives into Heart of the Grizzly</li> <li>•Using circles</li> <li>•Lead teachers engaging school staff in professional learning</li> <li>•Lead teachers organizing cultural events for school</li> <li>•Having students connect to the land our school is on</li> <li>•Creating land acknowledgments by students that honor the land</li> </ul>	<p align="center"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Continue to design intentionally to incorporate Indigenous ways of knowing</li> </ul>
	<p align="center"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Connect with more elders and artists to build understanding and awareness</li> <li>• Continue to have mini learning sessions at faculty meeting where Lead Teachers demonstrate what we are doing</li> </ul>

**Advance Teaching, Learning and Leading**

<b>Areas of Strength</b>	<b>Areas for Growth</b>
--------------------------	-------------------------

<ul style="list-style-type: none"> <li>•Significant improvement in all areas on the Professional Learning Survey with a focus and modeling PLT protocols</li> <li>•Grade-level HIT (High Impact Teams) that focus on effective teaching practices that impact learning</li> <li>•Building common standards for reading, writing and different assessments</li> <li>•Increased openness to bringing evidence of student learning to analyze and engage in conversations around pedagogical moves</li> <li>•Willingness to try new strategies and approaches to teaching; growth mindset</li> <li>•Using digital portfolios to build assessment-capable-learners</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support High Impact Teams to effectively examine impact on learning and design intellectually engaging learning that leads to transfer</li> </ul>
	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue with structured HIT process and protocols including using evidence of student learning</li> <li>• School-based HIT focused on task design, assessment, and impact of pedagogical moves</li> <li>• Establish more formal mentorship program for new teachers (or new to the school)</li> </ul>

## Our Story of Engagement

### At Meadow Ridge School

We are committed to engaging and collaborating with our learners and communities. In January, we sent out a survey to parents to hear their voice and respond accordingly. One area for growth was to improve communication with parents. As a result, we created a guideline of expectations for communicating home based on feedback given from parents. We also focused on digital portfolios to better engage parents in their child’s learning in a clear and timely way. We also send the “Community Connect” out weekly to keep parents up-to-date on events.

We engaged students in different ways through Student Matters and Leadership. Our Leadership students pitched different activities they would like to see at our school to administration. Each of their projects were approved. We also value student’s voice. We have gathered their voice regarding SOSQ data, Grade 9 Farewell, and playground structures and then

Parent Feedback was collected through a school-wide survey in January. Information provided to us through the survey was analyzed for key trends. The key areas of focus moving forward (based on the data) can be found here: [Parent Engagement Response Feedback Jan 2023.docx](#)

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

### Measures and Targets

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

#### Provincial

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

#### Local

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

### Strategies to Advance Stakeholder Engagement

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

\*Strategies continued from 2021-22 (Year 1)

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

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

### **Strategy 1: Student Engagement**

- Continue to develop and build leadership initiatives for students at multiple grade levels such as:
- students offering and leading clubs related to interests/passions
- Jr High feedback lunches with admin
- Utilizing CTF classes as leadership opportunities for students to take ownership over school (announcements, advertisements, leadership)
- Ensuring our leadership class mobilizes student voice to advocate for change and for events

### **Strategy 2: Staff Engagement**

- Continue to build leadership teams who develop relevant professional development and ensure responsive support to all staff members and who take ownership and lead school-wide structures and supports such as PBS, traditions, learning celebrations, and mentorship.
- Continue to use strategies to collect and respond to teacher voice and choice during faculty meetings and professional learning

### **Strategy 3: Parent Engagement**

- Continually seek out parent feedback with regards to our school's direction through:
  - Bang the Table
  - [AERR survey](#) to all parents
  - Celebrating school council achievements and initiatives.
- Increase collaboration with the School Council and Fundraising Society to recruit more parents.

### **Strategy 4: Community Engagement**

- Collaborate with and stay in tune with current and future community support systems to provide accurate information to families and staff.
- Connect with more local businesses with support for CTF, fundraising, and

### **Strategy 5: Communications**

- Communicate new opportunities via school council, volunteering, and school initiatives through our Instagram and school website
- Bi-weekly Community Connects that are shorter for parents to read with consistent dates to send out
- Complete the staff handbook and parent handbook; get feedback and respond accordingly; share with faculty as well as post on website
- Continue with minimum of monthly curriculum newsletters
-

<p align="center"><b>Goal</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance evidence-based continuous improvement and assurance</b> Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>▪ building relationships</li> <li>▪ engaging with education partners and stakeholders</li> <li>▪ creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> <li>▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> <li>▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities</li> <li>▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>▪ fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements</li> <li>▪ provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement</li> </ul>

**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:** Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.

**Strategy 2:** Use Instagram and Community Connect to highlight events and learning at MRS and highlight explicitly how they align to concepts in the AERR survey and our School Education Plan.

## Our Story of Support

### *Our story of support for each learner at our school*

Meadow Ridge continues to develop systems, structures and supports that are collaborative, responsive to the needs of students, and aligned with our vision. Our team includes 1.5 FTE Learning Coaches, a Family School Liaison Counselor, and 11 Education Assistants along with teachers. We have developed a Continuum of Supports for a safe, caring and welcoming school along with a progressive continuum for expected behaviours; continuum of supports were started for Literacy and Numeracy but are in their infancy. As a faculty, we learned about positive behaviour supports as we developed our continuum for expected and unexpected behaviours at Meadow Ridge. We engaged faculty in its creation along with having a consistent understanding of expected and unexpected behaviours. To ensure that PBS is a collective responsibility of all faculty, and to get diverse strategies in moving forward, at the end of the school year 2020, we had teachers ideate on administrators', teachers' and students' responsibility for positive behaviour ([see one example here](#)) at both the classroom-based and whole school level. At the beginning of Sept 2020, teachers then reviewed the collection of ideas and committed to using at least one new idea/strategy one in their learning studio. Admin also committed to some such as positive reinforcement (highlighting expected behaviours on the announcements). Here are some examples: [https://docs.google.com/presentation/d/1AlltVxAUU\\_VzPe5bFMtB3pseUgv6szfEUWqQE0gy6-4/edit#slide=id.ge00fe71591\\_44\\_0](https://docs.google.com/presentation/d/1AlltVxAUU_VzPe5bFMtB3pseUgv6szfEUWqQE0gy6-4/edit#slide=id.ge00fe71591_44_0) . We also implemented an online reporting for faculty to report minor and moderate unexpected behaviors so we can track repeated behaviours over time. Community members have also been utilized to provide learning opportunities for students. For example, LUNA presented to School Council and Junior High students on consent specifically around digital use; Skipping Stones presented to faculty on identity; Michael

Gauthois, a burn survivor, presented on the importance of listening to your conscience and resilience through adolescents; Calgary City Police discussed Youth Criminal Justice Act and Education Act with Grade 9 students. We look forward to reaching out to more community agencies to provide support.

To ensure students get the support required, we make data-informed decisions based on benchmark assessments including the Early Years Evaluation - Direct Assessment, Reading Readiness Screening Tool, GRADE, and Math Intervention/Programming Instrument. Further diagnostic information is gathered through Fountas and Pinnell reading assessments, along with Level B assessments done by the Learning Coach and Level C assessments including therapeutic assessments and Psych Ed assessments. We also rely on Level A classroom-based assessments and teacher observations. Grade level teams meet weekly to develop a consistent understanding of categorical grades, to examine student learning, and to ensure classroom-based assessments are valid and reliable. We also discuss what our next pedagogical moves are when students do not understand and what we do when they already do understand the concepts. We have also explored Universal Design for Learning (UDL) principles where teachers considered specific students who might benefit from universal supports, implemented these strategies and assessed their effectiveness.

Every six weeks we have collaborative meetings at each grade level to discuss students' academic, social emotional and attendance concerns and celebrate growth. These collaborative meetings include a Learning Coach, administrator, and sometimes the Family School Liaison Counselor. We also have weekly Student Support meetings to discuss student needs and school-wide systems and structures with Learning Coaches, FSLC and admin. Our Learning Coaches collaborated with a group of teachers to develop year-end transitions based on teacher voice.

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

## 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: Utilize Community Supports

- Collaborate with Minds Matter to design effective and responsive universal supports for staff and student SEL wellness
- Collaboratively create a design plan and enact it with Wellness Coach and Minds Matter manager that aligns social emotional competencies and Minds Matter schedule of events to 'what it means to be a Grizzly' which incorporates voice of students and faculty
- Internal Resiliency strategies explicitly taught within curricular activities
- Monitor if these strategies increase internal resiliency and confidence in students as well
- Reach out to outside agencies such as Rowan House, Calgary Centre for Sexuality, LUNA, AHS for outside agencies.

### Strategy 2: Evidence-Based Practices

- Continue to build capacity around Positive Behaviour Supports, Restorative Practice and Trauma-Informed practice with faculty and parents.
- Implement "Good Trouble" with fidelity to provide positive reinforcement for 3 B's
- Implement one block per week into JR timetable for teaches to connect with students about areas of concern and to build positive mental health. This time will use ATM boxes, education provided on cannabis use from Jason Neufeld, consent, bullying, building resilience, etc.

### Strategy 3: Staff Advisory Council

- Our faculty member at staff advisory council will lead team building activities at meetings, create bulletin boards in collaboratories to share wellness information and an area to celebrate colleagues.
- Designing staff team-building activities on PD in conjunction with Staff Advisory Lead and teacher in Learning & Leading
- Implement community recognition form to acknowledge school faculty, student and families who should be celebrated.

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

**Measures and Targets**

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

**Provincial**

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

**Local**

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

### Strategies to Advance a Continuum of Supports

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

\*Strategies continued from 2021-22 (Year 1)

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

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

#### Strategy 1: Creation and refinement of Continuum of Supports:

- Build school-based continuum of supports for safe and caring schools.
- Build school-based continuum of supports for positive behaviour supports.
- Introduce UDL principles and continue to develop over time.
- Build school-based continuum of supports in literacy and numeracy to ensure consistency in universal, targeted and individualized supports and to support teachers, students, and community members use effective strategies/approaches to maximize impact on learning.
- Collaborate with and incorporate the expertise of our school's FSLC to find relevant outside agencies and support as needed and to connect with families requiring support.

#### Strategy 2: Built in Collaboration time through CRT structure with LC/FSLC:

- Re-establish regularly scheduled meetings with updated processes and protocols with Learning Coaches and FSLC.
- Review and tweak as needed at beginning of year process and protocols for Junior High and elementary CRM meetings.
- Re-establish Student Success meetings during Learning Commons time with processes and protocols.

#### Strategy 3: Ensure strong transitions

- Revamp transition documents and expectations for yearend.
- Provide clear communication to parents and teachers around strategies and program planning.
- Schedule transition meeting in August with teachers before the year starts.
- Schedule transition visits back to school prior to the first day.

# Our Story of Success

## *Our story of success for each learner at our school*

We deeply believe that all learners can be successful if we meet students where they are at, have strong relationships, and have a strength-based approach to learning. While we know relationships are critical, we believe learning and relationships are not separate but support one another. The way we design learning environments and learning opportunities should simultaneously develop strong relationships and positive social-emotional competencies. The two occur in tandem.

Grade level teams met weekly in HIT (High Impact Team). At the beginning of the year, we reviewed 5 core practices for formative assessment to develop consistency as a faculty. Each HIT focused on communicating through writing as related to their Program of Studies (Grade 1 -2 focused on writing words and sentences; Grades 3-9 focused on expository paragraphs). Each team co-created rubrics aligned to outcomes, had common formative assessments, and then used the calibration protocol to ensure consistent standards for categorical grading. From there, some grades then focused on developing consistent standards for reading, number sense or spelling. We believe that classroom-based assessments are the most important to monitor student learning and provide next steps; however, to be reliable and valid, we need to ensure we have a consistent understanding of each level of achievement. This has been the focus of HIT time so we can monitor learning and provide necessary support in an ongoing, timely way. We have also started to examine formative assessments and then discuss pedagogical approaches to take when students do not understand a concept and when they do already understand it.

As a culture of thinking, we focus on designing learning that is relevant, meaningful and intellectually engaging. We are moving towards:

1. Designing learning around a concepts-based approach building off our understanding of UbD and UDL, starting with concepts, enduring understandings and essential questions.
2. Using thinking routines to allow students the opportunity to make their thinking visible and to develop their thinking.
3. Using project-based learning, problem-based learning, design thinking, and/or place-based learning to engage students in learning tasks that empower their hearts, heads, and hands. Rather than choosing one approach, we encourage teacher voice, choice and creativity. We understand teachers may use any combination of these throughout the year based on the purpose of learning and learners in their class.
4. Using disciplinary literacy in all subjects through reading, writing, listening, speaking and viewing. For example, we want students to think like mathematicians in math; journalists in LA; authors in LA; geologists in science; environmental scientists in science; historians in social, etc.
5. Ensuring that learning extends beyond the walls of our learning studios. How do we learn in the community around us and how might we bring experts into our learning spaces?

Teachers examined these five criteria and found their own entry point for their IPGP. Many faculty explored FNMI perspectives and how they relate to designing relevant learning opportunities. Others focused on designing Cascade Challenges from divisional PD with Garfield Gini-Newman, and creating assessments that were open-ended requiring students to show their thinking. Some new faculty explored signposts as a way to read for understanding. Others focused on using formative assessment and feedback to improve learning. Again, we provided teacher autonomy within the confines of those five criteria of what learning looks like at Meadow Ridge.

We also believe, in order to empower teachers and believe they learn from one another, we designed two professional learning days where they shared one way they were living these goals. At the beginning of the year, we had Div 1 teachers sharing one thing they did with Div 3 teachers through a sharing circle. We wanted teachers to get a broader understanding of what learning looks like in K-9, identify what commonalities they may have, and to explore new strategies to try. Later in the year, every teacher brought a learning task that allowed for deeper thinking. Collaborating in small groups across division levels, they discussed the purpose of the task, what outcomes were being learned, how it was assessed, and how it aligned with our Ed Plan. Teachers then asked clarifying questions and provided feedback to one another on ways they might improve it for next time.

According to our Intellectual Engagement surveys, there were very few students who feel anxious or apathetic in their four core subjects, suggesting we are effective at differentiating for those who require targeted or individualized support and providing multiple chances to improve after receiving feedback. There was a higher number of students who reported being bored which suggests the need to continue designing learning that is engaging and meaningful for students who have strong knowledge and skills. Similarly, a high percentage of junior high students report a low utility of school in the SOSQ, which means they do not understand the connection between what they are learning and life beyond the walls of school. Overall, the majority of students do report to being in “flow” in both elementary and junior high students.

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

**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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

### 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: Re-design Junior High Options

- Collaborate with Junior High teachers to re-vision CTF courses. Use the design thinking process to generate ideas and opportunities where students are using CTF courses to make a difference in our school and community. For example, digital arts learn how to create advertisements and then make posters to advertise events and fundraisers at the school; use tech design to create engaging announcements for the school and commercials; construction creates wood art and sell at a market.
- Offer work summary program for Grade 9 students who require more hands-on experiential learning
- Get student voice on new CTF courses we can offer and rethink how they can align more with CTF curriculum.

#### Strategy 2: Develop elementary programming to mirror the Innovation and Design framework

- Have a K-6 leadership team to explore the idea of Micro Society and how we could adapt it at our school so students learn financial literacy, marketing, creating products and how to be a contributing member of our community.
- Utilize Jr Achievement in Achievement classes for financial literacy
- Use Learning Commons to implement more maker-learning activities



- Purchase further resources to support coding and robotics

### Strategy 3: Engagement with expertise

- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.
- Connect with parents through survey to find out areas of interest, passions, careers so we can tap into parent community.

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

### 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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

#### 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 Learning that Transfers

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

\*Strategies continued from 2021-22 (Year 1)

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

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

#### Strategy 1: Focusing Professional Learning on Conceptual Understanding in relation to:

1. Understand student agency through developing assessment capable learners and using digital portfolios to report student growth and achievement over time.
2. Designing learning around a concepts-based approach building off our understanding of UbD and UDL. Starting with concepts, enduring understandings and essential questions.
3. Using thinking routines to allow students the opportunity to show their thinking rather than just knowledge and skills.
4. Using project-based learning, problem-based learning, design thinking, place-based learning tasks to engage students in learning tasks that empower their hearts, heads, and hands. Rather than choosing one, we provide voice and choice. We understand that teachers may use any combination of these throughout the year based on the purpose of learning and learners in their class.
5. Using disciplinary literacy in all subjects through reading, writing, listening, speaking and viewing. For example, we want students to think like mathematicians in math; journalists in LA; authors in LA; geologists in science; environmental scientists in science; historians in Social, etc.
6. Ensuring that learning extends beyond the walls of our learning studios. How do we learn in the community around us and how might we bring experts into our learning spaces?

**Strategy 2:** Continue to use the High Impact Team model to collaboratively create consistent standards, discuss effective strategies, and use formative assessment to improve student agency.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance literacy and numeracy:</b> Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics.</p>	<ul style="list-style-type: none"> <li>▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades</li> </ul>

	<p>These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<ul style="list-style-type: none"> <li>▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>▪ improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>
--	--	---

<p><b>Measures and Targets</b></p>	
<p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>	
<p><b>Provincial</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.</li> <li>○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> <li>○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 &amp; 9 Provincial Achievement tests and Grade 12 diploma exams for <b>English Language Learners</b>.</li> </ul> </li> <li>▪ <b>High School Completion Rate (3 and 5 Years):</b> Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.</li> <li>▪ <b>Provincial Literacy and Numeracy Assessments: Assessment (Literacy):</b> Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)</li> </ul>	
<p><b>Local</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>RRST (Reading Readiness in English &amp; French):</b> Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> <li>▪ <b>GRADE (Literacy Assessment in English):</b> 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)</li> <li>▪ <b>GB+ &amp; DRA (Literacy Assessments in French):</b> Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.</li> <li>▪ <b>DELF (Speaking, Listening, Reading, and Writing assessment in French):</b> Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.</li> <li>▪ <b>MIPI (Math Assessment in English &amp; French):</b> 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.</li> <li>▪ <b>EICS Math Assessment (English &amp; French):</b> Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement and student growth and achievement.</li> </ul>	

## 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: Data-Informed

- Analyze RRST, F&P, GRADE, MIPI, GLA and classroom level assessment data as a Learning Services Team and larger staff to focus on universal supports, larger school wide themes as well as individual student needs.

### Strategy 2: Develop consistency amongst best practices:

- Use HIT time for grade level teams to meet, discuss and build a continuum of supports for literacy and numeracy. Start with discussion of what we currently do at the universal, targeted and individualized levels, how we know the impact it has, and reaching consensus of consistent grade-level approaches, academic vocabulary and standards for levels of achievement.
- Implement new research-based practices and programs in Div 1 including Science of Reading, Heggarty approach, and Secret Stories.

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

### Measures and Targets

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

#### Provincial

- Learning Outcomes (PAT & Diploma):

- Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

- **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

#### Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

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

\*Strategies continued from 2021-22 (Year 1)

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

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

#### Strategy 1: Implement First Nations Perspectives

- Incorporate 'student-created' Land Acknowledgement and Blackfoot name into all events and assemblies as well as create signage for the entrance of the school.
- Continue to embed and develop understandings of the 7 Teachings of a Grandfather and learning from nature into our "Heart of the Grizzly" characteristics
- Continue to highlight the toolkit of resources available for staff and informational slides on the Grizzly Greetings (announcements)
- Utilizing staff who choose Indigenous Learning as their Learning Pathways – embedded on Div prof learning day to leverage teacher capacity to understand and weave Indigenous Ways of Knowing throughout the curriculum in all classes with intentional focus on the new Science Curriculum

**Strategy 2: Increase connections with Elders, Knowledge Keepers and artists to build knowledge and understanding.**

- Continue to work with Charity Tegler to support First Nations, Metis and Inuit student achievement
- Continue to advance strategies to support cultural appreciation by connecting with and/or bringing in Elders, Knowledge Keepers and artists

**Strategy 3: Support Indigenous, Metis, and Inuit students**

- Identify students who are First Nations, Metis or Inuit to understand and track where they are in their learning, SEL, and any supports that may be required for academic and/or social emotional success.
- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.
- 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

<p><b>Goal 5</b></p>	<p><b>Outcomes</b></p>	<p><b>Indicators</b></p>
<p><i>Desired Result</i></p> <p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”  <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all</li> <li>▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> <li>▪ teachers and leaders improve their professional practice in learning for transfer</li> <li>▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>
<p align="center"><b>Measures and Targets</b></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"><b>Provincial</b></p>		

▪ **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: Task Design and Assessment

- Focus on assessment practices - 12 Fixes for Assessment course
- Using data to inform classroom practice -Classroom assessment (formative & summative), RRST, MIPI, GRADE.
- Engage staff in an analysis of the student intellectual engagement data and achievement data.
- Continue to grow our understanding of and use of digital portfolios in order to develop assessment capable learners.

#### Strategy 2: Professional Learning

- Create leadership team to co-design Professional Learning Days and faculty meetings.
- Staff PD days on supporting teachers to become intentional designers of learning
- Focus on sharing high impact teaching approaches and pedagogical moves such as “Transition Theory”
- Use new Science Curriculum to go through the design process (proper task design – Galileo) <https://galileo.org/teachersasdesigners/>
- <https://galileo.org/classroom-examples/>

#### Strategy 3: PLC Structures, Processes and Protocols

- Continue with High Impact Teams (HIT) framework using protocols and evidence of student learning
- School-based HIT focused on task design and common understanding of assessments and standards
- Continue with vertical collaborative groups during school-based PD days to share effective pedagogical practices



[Foothillsschooldivision.ca](http://Foothillsschooldivision.ca)