

# Welcome to EOJHS School Education Plan Year 3

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

**THE FUTURE IS NOT SOMETHING WE ENTER.**

**THE FUTURE IS SOMETHING WE CREATE.**

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



**EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY**

# EOJHS 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.

## » THE FUTURE-FOCUSED MODEL FOR LEARNING

### AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

### CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

### PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

## Our Goals and Strategies

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>		<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## Our School

École Okotoks Junior High School is a grade 7-9 school with approximately 500 students and 34 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts and physical activity opportunities. This provides students the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These include construction, foods, sports performance, textiles, digital media, band, choir, guitar, outdoor education, makerspace, and drama to name a few.

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



## Our Celebrations and Highlights

We learned how to teach, grow, connect and be a school community in new ways. We believe in a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership. We started the year with a staggered entry allowing staff to provide a warm and personalized welcome. We have sought new ways to instruct along with new ways of connecting with our community such as school wide field trips, Skills Canada Exploration Days, Wellness Conference, to name a few. We focused on staff and student culture building throughout the year. Our staff worked tirelessly to promote innovation, enabling positive change and fostering commitment to continuous improvement.

Areas for celebrations and highlights include:

- Accessing, sharing and using a range of data to determine progress towards achieving goals
- We updated the [Parent and Student Handbook](#) to make it more user-friendly in communicating the changes we were making.
- We continued to communicate and develop a shared vision for student success, engagement, learning and wellbeing by making the schools' vision and mission statements visible and using Inspire by Design as a theme for our staff learning.
- In June, we set the stage for next year's focus for school improvement and learning, shared data from Accountability Survey and identified two areas of focus. [EOJHS Learning Plan Outline for 2023-2024](#)

- We supported positive Grade 6 transitions to OJHS, Admin visited each of our feeder schools and met with Grade 6 students, staff welcomed Grade 6 students for tours of our school and welcomed gr 6 students and their families to an Open house where we were able to show off many of the exciting things happening in our school.
- We ended the year with a school year end assembly, BBQ and Carnival. We invited our families to attend. We had many parent volunteers help us that day. Two local businesses, Authentic Orthodontics and Circle K, donated fantastic prizes. Students had a fun day in the sun!
- We hosted a two-day Hackathon to foster computational thinking and data literacy skills. S dents and teachers learned to apply data science skills including data analysis and visualization, coding, and computational thinking.
- We share responsibility for the success of all students and cultivate a culture of high expectations for all students and staff with the support of a new [Visual behaviour Continuum](#)
- Collaboration with community service agencies to provide wrap-around support for all students who may require them, including those with mental health needs. Examples include AHS Drug and addictions counselor and the Wize Guys support program for students
- We had a group of students who worked with Big Brothers Big Sisters Teen program and provided mentoring with Percy Pegler students
- We were committed to the health and well-being of teachers, staff and students by bringing them together for celebrations, assemblies, field trips and special events
- Supported the application of Foundational Knowledge about First Nations, Metis and Inuit in a variety of ways including the ordering pink shirts with the artwork designed by a young Indigenous artist, guest artist Chubby Cree to speak and perform at a school assembly, and each grade attended a presentation by the author of Fatty Legs
- Students participated in the Skills Expo which included the support of six parent volunteers.
- Numeracy teachers expanded their expertise by implementing Mathematical Thinking Classroom strategied [Feedback from students in 7A & 7D](#)
- Increasing occupational safety and training for all through, AED Training for all staff in December, First Aid Training for 18 staff on April 28and and audit of our CTF classroom.

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

**Key Insights for Engagement**

**Advance stakeholder engagement and communication  
Advance Continuous Improvement and Assurance**

**Areas of Strength (Advance stakeholder engagement and communication)**

**Areas for Growth (Advance stakeholder engagement and communication)**

<ul style="list-style-type: none"> <li>Hybrid model of parent teacher interviews –parents appreciate the flexibility of in person, phone or virtual.</li> <li>Teacher communication through weekly emails home</li> <li>Increased engagement on social media (parents and students)</li> </ul> <p style="text-align: center;"><b>Areas of Strength (Advance Continuous Improvement and Assurance)</b></p> <ul style="list-style-type: none"> <li>There are many sources of evidence and data collected.</li> <li>Staff voice in created a meaningful vision and mission.</li> </ul>	<ul style="list-style-type: none"> <li>Covid restrictions were a barrier to staff being fully engaged in staff meetings, learning days, PLCs, etc.</li> </ul> <p style="text-align: center;"><b>Areas for Growth (Advance Continuous Improvement and Assurance)</b></p> <ul style="list-style-type: none"> <li>Using the data within our PLC structure in a purposeful manner.</li> <li>Participation in Ab Ed Assurance Survey &amp; FSD Assurance Survey</li> </ul> <p style="text-align: center;"><b>Next Steps (Advance stakeholder engagement and communication)</b></p> <ul style="list-style-type: none"> <li>School renewal creates an opportunity to increase engagement opportunities with students, staff, parents and community</li> <li>PLC structure</li> <li>Learning environments that foster student engagement.</li> </ul> <p style="text-align: center;"><b>Next Steps (Advance Continuous Improvement and Assurance)</b></p> <ul style="list-style-type: none"> <li>Using the data/evidence to guide practice and evaluate improvement in cycles.</li> <li>Creating opportunities for students to reflect on the data.</li> </ul>
---	---

**Key Insights for Support**

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

**Areas of Strength (Advance Wellness and Wellbeing)**

- Student involvement in planning and attending the Wellness Conference.
- Students re-engaged in clubs, sports teams, and other extracurricular opportunities.

**Areas of Strength (Advance our Continuum of Supports)**

- Learning Support meetings on a weekly basis where kids are flagged, and support is put in place.
- PD provided for staff on PBS.
- Student Services as a hub where students can receive support (Academic, Behaviour, & Social-Emotional).

**Areas for Growth (Advance Wellness and Wellbeing)**

- Targeting the SOS-Q results with purposeful strategies.
- Inconsistency and lack of confidence in applying PBS, Restorative Practices and Trauma Informed Practices.

**Areas for Growth (Advance our Continuum of Supports)**

- ELL intake and benchmarking.
- Built in time to talk about kids (Collaborative Team Meetings)
- Teachers programming for students requiring individualized support.

**Next Steps (Advance Wellness and Wellbeing)**

- Modelling Restorative Circles.
- Empower the Student Council and Student Matters to advance their goals.
- Consistency application of Behaviour Continuum and office referral reflection sheet.

**Next Steps (Advance our Continuum of Supports)**

- Complete Rob Nash modules within grade 7-9 health.
- Build in more inclusive practices and meeting students where they are at.



**Key Insights for Success**

**Advance Innovation and Design**

**Areas of Strength**

- Enrollment in Makerspace complimentary course
- FI program continues to flourish with high enrollments.

**Areas for Growth**

- Attendance in options.
- Utility of complimentary courses and the connection to competencies.

**Next Steps**

- Skills Expo for CTF courses.
- Aligning teacher strength with specialty areas.

**Advance Learning that Transfers**

**Areas of Strength**

- Staff participated in System Learning Days focused on Learning for Transfer.

**Areas for Growth**

- Connecting the classroom to the community.
- Making learning relevant.

**Next Steps**

- Explore learning environments beyond the classroom.
- Explore flexible learning spaces within the classroom.

**Advance Literacy and Numeracy**

**Areas of Strength**

- Commitment to rigor and excellence
- Dedicated teachers with experience and wealth of knowledge in content areas

**Areas for Growth**

- Need specific structures on how we review and analyze student data, set goals, and measure their impact using the action research model.

	<ul style="list-style-type: none"> <li>• Consistent use of high yield strategies to improve numeracy and literacy.</li> </ul>
<b>Advance First Nations, Métis, and Inuit student success</b>	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continued learning and collaboration in designing for conceptual understanding and learning for transfer.</li> <li>• Using Data/Evidence in PLTs to develop strategies/approaches to improve student learning outcomes.</li> <li>• Develop a common assessment calendar/schedule.</li> <li>• Manipulatives provided and encouraged to be used regularly in all classrooms.</li> <li>• PLTs to review multiple sources of data/evidence and determine strategies/approaches for Numeracy and Literacy focusing on deepening student understanding through transfer for learning and student engagement.</li> </ul>
<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Continued willingness to learn and lead learning related to Indigenous foundational knowledge.</li> <li>• Continued willingness to ask questions and utilize Indigenous Learning Lead/Indigenous Learning Facilitator for guidance.</li> <li>• Including Land Acknowledgement in all formal events at the school</li> </ul>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Continued knowledge and confidence in how to weave Indigenous Ways of Knowing throughout the curriculum.</li> <li>• Permeation/making connections to Indigenous Ways of Knowing throughout the curriculum.</li> </ul>
	<b>Next Steps</b>

	<ul style="list-style-type: none"> <li>• Create a student led group to lead and provide voice in how to weave indigenous ways of knowing within our school culture.</li> <li>• Bringing in elders, artists, dancers, drummers etc... to provide authentic and worthwhile cultural and learning experiences.</li> </ul>
--	--

**Advance Teaching, Learning and Leading**

<p style="text-align: center;"><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>• Teachers have a strong desire for excellence and rigor.</li> <li>• Teachers value opportunities to collaborate.</li> <li>• Divisional and school leads communicating and collaborating to support other teachers.</li> <li>• Students indicate that teachers have high expectations for their learning, and the work is rigorous requiring sustained effort.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="1428 480 2011 841" style="vertical-align: top;"> <p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Less than 50% of students report feeling “flow” in their CTF classes.</li> <li>• Increase knowledge, understanding and support of the school’s shared mission, vision and values.</li> <li>• Provide opportunities for effective collaboration.</li> </ul> </td> </tr> <tr> <td data-bbox="1428 841 2011 1446" style="vertical-align: top;"> <p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Focus on innovative, authentic and worthwhile learning experiences for students in order to have more students in the FLOW range and reducing those reporting boredom, apathy or anxiety especially in CTF courses.</li> <li>• Creation of clear guidelines for success for CTF programming using the CTF Outcomes</li> <li>• Opportunities for teachers to collaborate on how to properly assess the competencies.</li> <li>• Gather feedback from students on how CTF classes allowed for opportunities to</li> </ul> </td> </tr> </table>	<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Less than 50% of students report feeling “flow” in their CTF classes.</li> <li>• Increase knowledge, understanding and support of the school’s shared mission, vision and values.</li> <li>• Provide opportunities for effective collaboration.</li> </ul>	<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Focus on innovative, authentic and worthwhile learning experiences for students in order to have more students in the FLOW range and reducing those reporting boredom, apathy or anxiety especially in CTF courses.</li> <li>• Creation of clear guidelines for success for CTF programming using the CTF Outcomes</li> <li>• Opportunities for teachers to collaborate on how to properly assess the competencies.</li> <li>• Gather feedback from students on how CTF classes allowed for opportunities to</li> </ul>
<p style="text-align: center;"><b>Areas for Growth</b></p> <ul style="list-style-type: none"> <li>• Less than 50% of students report feeling “flow” in their CTF classes.</li> <li>• Increase knowledge, understanding and support of the school’s shared mission, vision and values.</li> <li>• Provide opportunities for effective collaboration.</li> </ul>			
<p style="text-align: center;"><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Focus on innovative, authentic and worthwhile learning experiences for students in order to have more students in the FLOW range and reducing those reporting boredom, apathy or anxiety especially in CTF courses.</li> <li>• Creation of clear guidelines for success for CTF programming using the CTF Outcomes</li> <li>• Opportunities for teachers to collaborate on how to properly assess the competencies.</li> <li>• Gather feedback from students on how CTF classes allowed for opportunities to</li> </ul>			

	<p>plan, create, appraise and communicate and personal relevance to the course content.</p> <ul style="list-style-type: none"> <li>• Survey students to determine interest for options for them to explore interests, passions and skills while making personal connections to career possibilities.</li> </ul>
--	---

# Our Story of Engagement

**At our School**

*144 students, 19 parents and 20 teachers completed the AEAM survey.  
80.7% of parents agree that students are engaged in their learning at school.  
71% of students agree that students are engaged in their learning at school.  
90% of teachers agree that students are engaged in their learning at school.*

<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 encourage student voice by profiling Students Matters' Committee work while also creating meaningful opportunities for students to provide feedback

**Strategy 2:** Staff Engagement: Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.

**Strategy 3:** Parent Engagement: Continue to encourage discussion and collect parent voice in school-based decisions via School Council, Parent Teacher Interviews, as well as expand parent volunteer opportunities for school events

**Strategy 4:** Community Engagement: Continue to inform and consult with community members to improve partnerships, including partnering with the Food Bank, Big Brothers Big Sisters mentorship, Wize Guys,

**Strategy 5: Communications:** Continue to ensure all EOJHS stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback through classroom communication to families, Learner Profiles, Instagram, school website, weekly newsletters,

<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 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:** Education Plan sets out what needs to be done including determining priorities, outcomes, measures and strategies that will be implemented to improve results.

**Strategy 2:** Evidence informed decision making, learning, capacity building and stakeholder engagement.

**Strategy 3:** Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.

*Our Story of Support*

**At our School**

ÉOJHS has a strong team to support students requiring targeted and individualized needs. The Student Services team includes a Learning Coach, a Family Liaison Counselor and Educational Assistants. The Student Services room is in a central location for students to access when they need social-emotional support. The room has many separate break-out areas for students to regulate, meet with school staff or external resources and agencies.

We offer a continuum of supports, interventions and responses focused on academic and social emotional needs. The learning Support team meets with the administrative team weekly to target student needs. Support includes not only human resources, but also the development and implementation of Inclusive Learning Plans and Behaviour Support Plans, application for Jordan’s Principle, Big Brother Big Sisters mentorship with Percy Pegler School, Wise Guys program, addictions counsellor, GSA and breakfast and lunch programs.

<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 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:** Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community

**Strategy 2:** Student Matters, Student Council, SOS-Q, and Intellectual Engagement Data

**Strategy 3:** Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning and using evidence based practices such as Positive Behaviour Supports, Restorative Practices and Trauma Informed Practices

<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 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> </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> </ul>

	<ul style="list-style-type: none"> <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>▪ 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>
--	--	---

<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>Safe &amp; Caring:</b> 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.</li> <li>▪ <b>Access to Supports and Services:</b> 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.</li> </ul>	
<p><b>Local</b></p>	
<ul style="list-style-type: none"> <li>▪ <b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> <li>▪ <b>Access to Supports through a Continuum of Supports:</b> 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).</li> <li>▪ <b>Staff Advisory</b> (Guarding Minds Survey) and <b>Students' Matters</b> input and feedback.</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement and student growth &amp; achievement.</li> </ul>	

<p><b>Strategies to Advance a Continuum of Supports</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>		
<p>*Strategies continued from 2021-22 (Year 1)    *Strategies revised or added for 2022-23 (Year 2)    *Strategies revised or added for 2023-24 (Year 3)</p>		
<p><b>Strategy 1:</b> Classroom formative assessments</p>		
<p><b>Strategy 2:</b> Student Success Protocols such as SIS, ELL intake, PBS, Suicide Risk Assessments</p>		
<p><b>Strategy 3:</b> SEL Curriculum</p>		

# Our Story of Success

## At our School

There is a deep tradition of rigor and excellence at ÉOJHS. We have a strong French Immersion Program. In core subject areas of ELA, Social Studies, Math, Science, most students report being in “flow” in our intellectual engagement survey, which indicates that they are engaged in their learning and find the learning challenging enough to keep them engaged.

Our teaching staff attended divisional professional learning days to increase their understanding of designing learning for transfer and to make learning both relevant and meaningful for our students. School lead teachers met throughout the course of the year to further explore and develop the skills and knowledge to design learning for transfer. Several of our CTF teachers are beginning to align CTF language with their rubrics.

<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:** Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies as a strategy for engagement and exposing students to a greater breadth of possible careers.

**Strategy 2:** 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.

**Strategy 3:** Advance staff learning and collaboration to ensure a positive, coherent experience for all EOJHS students in career-based education.

<p><b>Goals</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<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:** Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices

**Strategy 2:** Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

**Strategy 3:**

<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>
<b>Advance literacy and numeracy:</b> Advance literacy and numeracy development for each learner across all subjects and grades for	Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and	▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy

<p>improved student growth, achievement, and success.</p>	<p>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.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<ul style="list-style-type: none"> <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> <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> </ul>	
---	--

- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

### Strategies to Advance Literacy and Numeracy

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

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

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

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

**Strategy 1:** Continuous improvement cycles

**Strategy 2:** High-yield teaching strategies

**Strategy 3:** Continue to develop and improve numeracy skills using Mathematical Thinking Classroom

<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 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>
<p style="text-align: center;"><b>Measures and Targets</b>  <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;"><b>Provincial</b></p>		

▪ **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:** Develop collective capacity to incorporate instructional practices that honour traditional teachings, incorporating strategies learned in lead team book study.

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

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



<p><b>Goal 5</b> <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><b>Outcomes</b> <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><b>Indicators</b> <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>
--	--	---

**Measures and Targets**

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

**Provincial**

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

**Local**

▪ **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.

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

**Strategies to Advance Excellence in Teaching, Learning, and Leading**

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

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

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

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

**Strategy 1:** Focused system learning days and local (school) based learning that advance student success through impactful teacher collaboration and learning

**Strategy 2:** Advance optimal student learning through the development of collective efficacy to lead for deep and transferable learning

**Strategy 3:** Increase the efficacy of our Professional Learning Teams by restructuring according to their chosen Learning Pathways for their for PLT's, and encouraging differentiated professional development.

**Strategy 4.** Making connections to learning from, with and in nature



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