



Turner Valley Elementary School

2024-2029 EDUCATION PLAN YEAR 3

Turner Valley School
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TURNER VALLEY SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 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.

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

In the spirit of TRUTH and RECONCILIATION, we ACKNOWLEDGE and HONOUR the original Indigenous people of this land, including the Blackfoot (Siksika, Piikani, Kainai), the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Metis Government of Alberta, and all the people who make their homes in the Treaty 7 region of Southern Alberta. We commit to REMEMBERING and RESPECTING our shared ORAL and WRITTEN histories.

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

Truth and Reconciliation for Learner Success Toolkit in Foothills School Division

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...Develop them...Celebrate them!

OUR PURPOSE

Education at the centre of a flourishing community.

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.

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

OUR DIVISION

Board of Trustees
Board Policy 01: Division Foundational Statements
Board Policy 14: A Place for All

Accountability and Assurance
Alberta Education & Childcare and Foothills School Division
Goal Alignment
Systems Thinking

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS		
ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
• Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system *per Section 67 of the **Education Act***.

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		Teaching and Leading
Goal: Advance Continuous Improvement and Assurance Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.		Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).

OUR SCHOOL

Turner Valley School (TVS), established on its current site in 1927, is nestled in the beautiful foothills of the Rocky Mountains along Alberta's historic Cowboy Trail. As part of the vibrant community of Diamond Valley, our school proudly serves approximately 165 students from Kindergarten to Grade 6 and is a feeder school for Oilfields School.

At TVS, we believe that every child belongs. Our philosophy is simple: all students are our students. We are committed to creating a welcoming, inclusive environment where every learner is known, valued, and supported. Our dedicated staff work collaboratively to nurture students' social, emotional, and academic growth while fostering curiosity, creativity, and a lifelong love of learning. Through engaging, meaningful learning experiences, we help students develop the skills and confidence needed to transfer their learning beyond the classroom and into the world around them.

We are proud to offer thriving academic, athletic, and Fine Arts programs that provide students with opportunities to discover their passions, develop their talents, and experience success in a variety of ways. Whether in the classroom, on the stage, in the gymnasium, or on the playing field, our students are encouraged to challenge themselves, work collaboratively, and strive for personal excellence.

We recognize the profound privilege and responsibility of positively impacting the lives of children. Strong relationships are at the heart of everything we do, and we are proud of the caring, supportive culture that makes Turner Valley School feel like family.

Our school is further strengthened by an exceptional School Council and parent community whose partnership, generosity, and commitment enrich the educational experience for all students. Together, we ensure that the school remains an integral part of the community and that the community remains an integral part of our school.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

Ongoing Opportunities: Facilitate ongoing engagement opportunities with education partners in respectful, meaningful ways.

- Student Matters-surveys, gather student voice, analyze the data, create action plans that engage our students and report to staff.
- Staff Meetings and Professional Learning Days
- School Council/Parents/Community
- Analyze FSD Assurance Surveys to identify areas of continued support.
- Gather and triangulate evidence (quantitative data, qualitative feedback, stakeholder voice, and professional judgment) across achievement, engagement, well-being, and local context
- Document adjustments and rationale, and close the feedback loop by sharing what was heard, what was learned, and how
- decisions are influenced by stakeholder input.

Collaborative Communication: Provide a continuous feedback loop to inform, consult, and empower partners in education to guide decision making.

- Weekly Newsletters to TVS parents
- Social media-frequent posts to communicate events and learning at Turner Valley School
- Classroom teachers communicate weekly to parents.
- Present various forms of data at each School Council Meeting that will inform, consult and provide opportunity to guide decision making, including quantitative, qualitative, and video/photo evidence of Success, Support, and Engagement.
- Celebrate and communicate successes and accomplishments and close the feedback loop (what we heard, what we learned, and what we will do) to strengthen trust, accountability, and continuous improvement.
- Continue to strengthen School Council involvement by sharing and developing our School Education Plan.

Celebrate our Flourishing Community: Provide assurance that engagements with partners in education are contributing to positive change in our learning community.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



- Social media celebrates the great things that happen at TVS (recognition, Spirit Days, and events)
- Student engagement through Student Matters, Leadership, Ambassadors

Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

- Data Cards- house Academic, Social and Emotional data. These cards are analyzed 3 times a year and information gathered is used to provide interventions and identify supports needed
- Data dashboard- review data with staff and School Council members to identify area for growth (ex. SOS-Q, Intellectual Engagement Survey, Assurance Surveys)
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Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

- Staff review sections of the Education Plan **regularly** in their PLCs (Professional Learning Communities) and reflect/record evidence in practice as well as thoughts for growth.
- Welcome volunteers into our building to engage in learning with our students.
- Ensure students complete student surveys to analyze (ex:SOS-Q)
- **Analyze data to inform next steps for continuous school improvement (ex. Ensure that every student has at least one adult advocate at school)**

Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Continue to build professional capacity in the areas of social and emotional wellness and building a trauma informed culture.
- Shared responsibility for student learning and social and emotional growth
- Continue to embed PLC time where teachers collaborate to move learning forward.



Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

- Continue to promote engagement opportunities for all stakeholders
- Highlight how stakeholder engagement has informed growth and decision-making
- Key engagement avenues include (but are not limited to):
 - Student Matters
 - Alberta Education Assurance Survey and Measures
 - FSD Assurance Survey
 - School Council
 - COSC (The FSD Council of School Councils)
 - Diamond Valley Youth Foundation
 - Friends of Foothills

Learning and Capacity Building: Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Collaborate to support student growth and success
- Strengthen capabilities and nurture a culture of continuous improvement
- Emphasize the need for ongoing, consistent communication throughout all stages of engagement

VIEW OUTCOMES AND INDICATORS

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
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- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
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- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
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🔗 **Goals, Outcomes, Indicators, Measures, Details**



4 Year Data Trends and Key Insights

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

Continue to promote healthy school cultures through student well-being using the following:

- Leverage Students' Matters and Student Orientation to School – Questionnaire (SOSQ) data to identify areas for growth and develop and implement creative solutions to address these areas of growth
- Collaboratively promote and advance healthy school environments for all, based on the Seven Grandfather Teachings
- Continued learning with School and Divisional Leaders on building a trauma-informed culture in schools.
- Access wrap around services and supports to enhance healthy school environments.
- Staff will engage in Shelley Moore's work as we refine our continuum of Supports. As well as Hannah Beach's book "Reclaiming our Students".

Continue to promote healthy school cultures through staff wellness by:

- Continued learning with School and Divisional leaders on building a trauma-informed culture.
- Continued focus on social emotional learning to support staff wellness.
- Continue to refine the school's continuum of supports.
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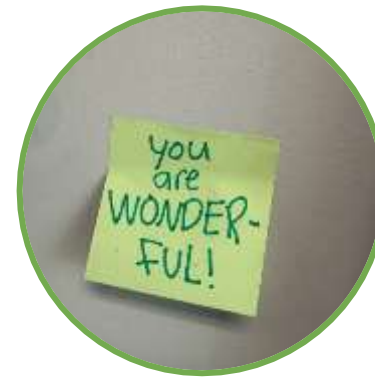
Advance a continuum of supports by:

Continuing to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.

- Developing classroom support plans to ensure every teacher has academic and social-emotional supports in place for universal and targeted groups (BSPs, ILPs)
- Ensuring that all data gathered is distributed and examined in a timely manner, so targeted interventions have maximum opportunity for impact.
- Continuing to provide targeted and individual interventions for social-emotional learning support (Friendship club, Ambassadors)
- Use current student profiles to target supports that improve learner success

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** Increase/maintain the 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.
- **Program Access (AECA):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AECA):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **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.



- Implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth.
- Collaborate with schools to implement universal, targeted, and individualized supports that increases accessibility to learning environments for all learners, including learners with complex needs
- Enhance student growth and success through Collaborative Team Meetings that support responsive, student-centered instruction and supports.

Continued collaboration with all stakeholders to support student success.

- Continued collaboration with all stakeholders to address school avoidance, poor attendance, and classroom behaviour.
- Continued partnership with parents through collaborative meetings (ILPs, updates, BSPs, etc.)
- Continue the strong partnership with the Learning Services Team to provide advice and expertise in select areas (school avoidance, poor attendance, and classroom behaviour etc.
- Enhance parent/guardian communication to build understanding of learner areas for growth and the supports available

Advance a continuum of supports:

- Strengthen and implement a comprehensive continuum of supports to meet diverse student needs
- Foster a trauma-informed culture as a foundation for healthy, inclusive school environments
- Enhance and refine structures that support the development and effectiveness of support staff
- All staff collaborate with the Minds Matter Team to plan and deliver socio-emotional and mental wellness strategies and lessons
- Use current student profiles to target supports that improve learner success
- Implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth.
- Strengthen site-specific supports to ensure learners experience welcoming, caring, respectful, and safe learning environments that promote success



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance innovation and design: Continue to design learning for conceptual understanding, increasing challenge, deepening thinking, developing student agency, and building a sense of life-long learning.

- Explore Curriculum Corner with staff during Professional Development days
- Continue to support curriculum and competency learning where Innovation and Design might empower deep and transferrable learning.
- Create new partnerships that may provide opportunities and experiences in fields of interest
- Support learning through maker-centered learning opportunities (marble runs, coding etc.)
- Students engage safely and responsibly with emerging technologies that support career futures.

Advance learning that transfers by:

- Promoting the principles outlined in the *FSD Guide to Success*—**Conceptual Understanding, Student Agency, and Engaging with Complex Problems Over Time**—to create meaningful, intellectually engaging learning experiences for all learners. Educators are encouraged to design learning through one of the following principles:

CONCEPTUAL UNDERSTANDING

- Design rich, meaningful tasks that connect curriculum concepts to real-world contexts and encourage diverse, thoughtful responses
- Integrate tools, resources, and strategies (e.g., thinking routines) that develop critical thinking, literacy, and numeracy skills
- *Learners will apply conceptual understanding through tasks requiring transfer and sense-making in new situations.*
- *Learners will develop disciplinary literacy and numeracy to interpret, analyze, and communicate using subject-specific tools and representations*

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** 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, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** 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.

STUDENT AGENCY

- Create authentic learning tasks that allow students to apply conceptual knowledge in real-life situations
- Choose appropriate tools and supports to ensure all students can build the skills, competencies, and dispositions needed to direct their own learning
- Learners will set goals and identify next steps based on feedback and success criteria.

ENGAGING WITH COMPLEX PROBLEMS OVER TIME

- Design assessment tasks (e.g., critical challenges) that engage students in solving real-world, authentic, or novel problems
- Build students' skills and knowledge to enable meaningful responses to complex challenges
- Learners will connect learning to future pathways, including careers and life beyond school.
- Learners will understand and use assessment to support learning
- Learners will demonstrate learning through observations, conversations, and products/performance

GO Goals, Outcomes, Indicators, Measures, Details

GO 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance literacy and numeracy:

Advance the development and application of literacy and numeracy resources and programming to support student growth and achievement.

- Marti (Math Response to Intervention) and Trip (Tiger Reading Intervention Program)
 - Engage in school-based analysis of local and provincial data to support student learning and improvement.
- Alignment of literacy and numeracy interventions with school-based continuum of supports
- Learners demonstrate literacy and numeracy skills necessary to engage successfully in learning and life
- Learners develop literacy and numeracy competencies through curriculum experiences that support academic achievement, lifelong learning, and wellbeing.
- Learners' progress in literacy and numeracy is monitored through comprehensive provincial, local assessments as well as data cards to identify strengths, needs, and next steps.
- Learners apply literacy and numeracy knowledge, understanding, and skills in authentic contexts, demonstrating deep and transferable learning

Advance the use and consistent application of assessment measures to inform teacher practice, school-based interventions, and support student growth and achievement.

- Implement learning from collaborating and building common rubric building for Literacy assessment
- Continue to review Data Cards in a six-week cycle to ensure learning gaps are identified and an intervention is put in place
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Providing professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students.

- Opportunities to engage in Professional Development to design and implement conceptual learning to support targeted interventions on the continuum of supports.
- Ensuring systems and structures are in place to support effective literacy and numeracy programming (EA push-in time, coordinated literacy and numeracy time amongst grades)
- Providing professional development learning opportunities for teachers to design and implement quality literacy and numeracy programming for all students

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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.
- **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)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** 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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.

- Ongoing learning that promotes and supports acquiring and applying foundational knowledge
- Maintain partnership with CIM, Oilfields, Chief Jacob Bearspaw, Stony Nakoda and FSD to optimize learning success.
- Respectfully read the TVS land acknowledgment (student daily announcements, meetings, events)
- With the support of Charity Tegler, who will work with us during Professional Learning Days at Turner Valley school, we will challenge stereotypes and misconceptions regarding First Nations, Métis, and Inuit
- Access and share The Truth & Reconciliation for Learner Success Toolkit “Resources” page to enhance student learning
- Indigenous learners will experience coherent, responsive systems that support success.
- Learners will be supported through individualized learning and transition plans that include goal setting, progress monitoring, and responsive adjustments, so they see themselves as capable, valued, and successful learners.

Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.

- Advance the understanding of the principle of two-eyed seeing and land-based learning to deepen curricular outcomes and instructional practices that are inclusive and equitable.
- Coaching and mentoring staff and school leaders to be sensitive to and acknowledge the personal history and intergenerational trauma that parents and community members may hold in their beliefs/feelings/perceptions of school.
- Through our work with ARTC specifically targeting our numeracy instruction and programs.

Support the implementation of Truth and Reconciliation Commission recommendations.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in 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 for self-identified First Nations, Métis, and Inuit students.
 - Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population’s perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **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.
- **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).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

- Continue merging the Calls to Action with The Seven Grandfather Teachings to increase self-awareness and the actions needed within our community to continue our journey of reconciliation.
- Make learning visible by using the bulletin board in the hall displaying student commitments to reconciliation.
- Participate in yearly Powwow in Eden Valley
- Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture.

 Goals, Outcomes, Indicators, Measures, Details

 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Offering professional learning opportunities that foster collaboration and help teachers and leaders build personal and collective expertise
- Enhancing teacher capacity to meet the diverse learning needs of all students through deeper understanding of effective pedagogy and curriculum
- Utilizing appropriate universal and targeted strategies and supports to address students' strengths, challenges, and areas for growth
- Developing teacher and leader skills to create engaging learning environments that incorporate positive behavior supports, restorative practices, and trauma-informed approaches
- Building on the strengths of an exceptional, collaborative staff committed to collective growth and continuous improvement
- Leveraging teacher leaders, including mentoring teachers new to our school
- Utilize and refine school handbook for staff, both current and new to Turner Valley School
- Anchoring career-long professional learning in learner success
- Communicate a student-centred philosophy grounded in sound principles of effective teaching and leading.
- Align career-long professional learning priorities to improved student learning, growth, and achievement.
- Cultivate high expectations for all students and staff to optimize learning and achievement.
- Differentiate professional learning pathways for staff by role and career stage to strengthen instructional effectiveness over time.
- Strengthen staff confidence and instructional skill through continuous, job-embedded learning opportunities.
- Use action research, iterative cycles, and reflective processes to engage learners with data and enhance teaching and learning.
- Identify and plan for areas of need, growth, and improvement using evidence from classrooms, schools, and system measures.
- Improving curriculum implementation, pedagogy, and assessment through continuous learning
- Enhance curriculum implementation through professional learning in new curriculum instructional strategies and assessment practices.
- Advance staff understanding of effective pedagogy and curriculum to better respond to diverse learner needs.
- Refine assessment practices to generate evidence that informs instruction and improves student learning.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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.
- **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. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

- Expanding digital literacy, including AI and digital information analysis
- Build opportunities for all students to engage in digital literacy, including artificial intelligence and digital information analysis.
- Teach safe, ethical, and responsible technology use that supports future-ready skills and learner success.
- Embed technology-rich learning tasks that strengthen communication, critical thinking, creativity, and problem-solving.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



