

École Senator Riley Middle School Education Plan

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

Follow Links to:

School Annual Education Results Report
School Website

About our School

École Senator Riley Middle School is a grade 6 – 8 dual track French Immersion School. ÉSRMS is located in the Town of High River Alberta. Our school community serves approximately 340 students who live in High River and the surrounding area. We provide high quality learning experiences for students through a broad range of educational opportunities including the French Immersion Program, the Arts, CTF courses, outdoor learning experiences and athletics.

Senator Riley Middle School is...

COMMUNITY	A diverse, inclusive community that puts positive relationships, well-being and personal growth first
LEARNING	An environment that is connected, meaningful, curiosity-driven and playful
CHARACTER	A group of learners who are empathetic, ambitious, and contribute positively to the world around them



WE BELIEVE ...

- All students can learn
- Every child has unique interests, learning styles, strengths and talents that should be developed and celebrated
- Building relationships and trust are essential to ensure a safe, caring and inclusive environment
- Meeting the social, emotional and educational needs of every child is a collective responsibility
- Quality education provides opportunities for students to grow into responsible, confident, ethical, lifelong learners
- Effective communication between educators, families and students enhances programming and decision making

École Senator Riley Middle School

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance

Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school plans and results.

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

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

We are committed to engaging and collaborating meaningfully with our learners and communities. We have consulted in a variety of ways with our learners, parents and communities to include their voice which has informed our choice of strategies. We will do this to assure our learners and communities that our decision-making is based on the best interests of all of our learners. Evidence of feedback that has impacted decision making includes:

Student Matters Committee - 5 students represented our school on this committee to provide voice and perspective on Division programs and initiatives. This Committee created a video to engage our students in an [Student Engagement Survey](#) to get a better understanding of our SOSQ results.

School Council - had monthly meetings and opportunities to provide feedback on matters concerning the school

School Improvement Team - staff members on this committee provided input in planning and leading school based professional learning days and reviewed data and feedback to inform next steps for staff learning.

Student Council - gives students opportunities to have a voice and input on school programs and initiatives that helped inform decision and

direction for improvement and success at ÉSRMS

Key insights from results analysis of the impact of Engagement strategies Strengths and Areas for Refinement

- Effective communication between educators, students and community enhances programming and decision making. engage staff, students, parents and community by sharing results, providing opportunities for input and feedback ensures development of the education plan
- **Increase in student engagement** created opportunities for student voice through actions and leadership which evident through the work of the Student Matters Committee, Youth Matters Committee, Change in “Hat Rule” through student led presentation to School Council and staff, early launch of Grade 8 lunch Passes, Student Takeover of FSD Instagram, and student involvement in the Playground Beautification Project and number of followers on our school Instagram Account doubled to 675

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

<p><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Student Engagement - Continue to encourage student voice through Student Council and Students’ Matters Committee work while supporting staff and students in creating meaningful opportunities for students to provide feedback.</p> <p>Strategy 2: Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being.</p> <p>Strategy 3: Parent Engagement - Continue to promote parent engagement through School Council meetings and communication</p> <p>Strategy 4: Community Engagement - Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.</p> <p>Strategy 5: Communications - Continue to ensure all ÉSRMS stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback.</p>		<p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none">● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal <i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance. Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none">● Building relationships.● Engaging with education partners and stakeholders.● Creating and sustaining a culture of continuous improvement and collective responsibility.	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.● The School’s Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.● In the AERR data is analyzed, local and societal context considered, insights

		<div>developed and conclusions drawn to inform education plans.</div> <div><div></div><div>The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</div></div>
<div>Strategies</div> <div>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</div> <div><div>Strategy 1:</div><div>Use PowerBI as a perpetual, live data dashboard to support our staff in understanding the current reality of the school, plan for improvement and track efficacy.</div></div> <div><div>Strategy 2:</div><div>Support school based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.</div></div> <div><div>Strategy 3:</div><div>Advance school based community engagement to ensure ÉSRMS is capturing and responding to the voice of all of our stakeholders.</div></div>		<div>Measures and Targets</div> <div>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</div> <div><div>Provincial</div><div><div></div><div>Parent Involvement:</div><div>Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</div></div><div><div></div><div>Continuous Improvement:</div><div>Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</div></div><div><div></div><div>Overall Quality of Basic Education:</div><div>Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</div></div></div> <div><div>Local</div><div><div></div><div>FSD School Assurance Survey:</div><div>Increase in percentage of teachers, parents and students satisfied with Assurance Measures.</div></div><div><div></div><div>Guiding Principles for Assurance:</div><div>Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.</div></div><div><div></div><div>Evidence of Principles and Practices</div><div>that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</div></div></div>
Assurance Links for ENGAGEMENT		
For Further Information Follow Links to		

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school (anecdotal evidence)

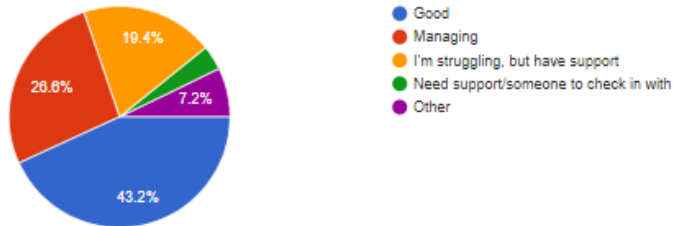
We are committed to providing a learning environment that is welcoming, caring, respectful and safe. Every child has unique interests, learning styles, strengths and talents that should be developed and celebrated. Building relationships and trust are essential and meeting the social, emotional and educational needs of every child is a collective responsibility. Ensuring that all students have access to a continuum of supports and services that is consistent with the principles of inclusive learning provides opportunities for students to grow into responsible, confident, ethical life long learners. Evidence of principles and practices that tell the story of learning and provides assurance of continuous improvement and student growth at ÉSRMS include:

- Providing social-emotional curricula such as Mind-Up, 4th R and a school-wide focus on Growth Mindset Lessons resulted in improvement in Internal Resilience as shown in the SOSQ Data 2020. Students' perception of a safe and caring environment is positive in grade 6, is a concern in grade 7 and even more so at gr 8. Self - Confidence is an area of growth for all grades but particularly in gr 8.
- Supported Student Wellness through classroom activities, lessons, surveys, during the pandemic to maintain healthy connections for all
- Classroom Circles, Kindness bags, Reverse Circles, ATM Boxes improved student relationships within classrooms and improved classroom behaviour,
- Intervention Team Meetings included 6 week reviews to ensure supports were in place or if further steps were needed
- Breathing Room procedures refined which resulted in increase in responsible use of space (sign in/timer/expectations for use

- Increase in teachers including Mindfulness activities in daily plans and focus on self regulation skills allowed students to identify triggers and use coping strategies
- Attendance contracts, home visits, meetings with students and parents and regular check-ins by admin and/or FSLC resulted in improvement of attendance
- Focus on Staff wellness helped staff members through the challenges during the pandemic [Staff Wellness Survey](#)
- Math Intervention Pilot Project showed increase in student basic facts accuracy and speed

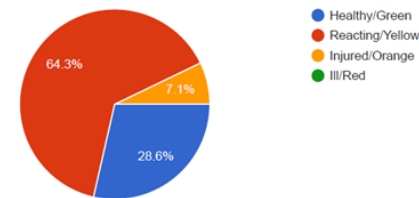
How has your mental health been this school year?

139 responses



Looking at the Mental Health Continuum, which colour/category best describes how you have been feeling in the past month?

14 responses



Key insights from results analysis of the impact of Support strategies Strengths and Areas for Refinement

- Strategically addressing **Mental Health & Wellness amongst students, staff and community** is a priority. Providing social-emotional curricula during the year of the Pandemic was necessary. Implementation of strategies and programs such as Mind-Up, 4th R and a school-wide focus on Growth Mindset Lessons resulted in improvement in Internal Resilience as shown in the SOSQ Data 2020.
- Students' perception of a safe and caring environment is positive in grade 6, is a concern in grade 7 and even more so at gr 8. Self - Confidence is an area of growth for all grades but particularly in grade 8.
- Focus on staff wellness helped staff members through the challenges during the pandemic and contributes to the building of a culture of wellness and well being at our school

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
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<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none">• Learners contribute to developing and advancing cultures of wellness and well-being.• Learners contribute to and feel welcomed, cared for, respected and safe.• Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none">• to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change• to build resilience and positive mental health skills for suicide prevention• to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none">• Improved wellness and wellbeing in students and staff .• All students and staff demonstrate understanding and respect for the uniqueness of all learners.• All learning environments are welcoming, caring, respectful and safe.• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.• Improved understanding of an inclusive education system is shared by all education partners.• Improved collaboration with education partners to support learning.• Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.• Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.
<p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes (Share 1 to 3 Strategies)</i></p> <p>Strategy 1: Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual wellness and well-being for both staff and students.</p>	<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">• Safe & Caring: Increase in percentage of teachers, parents and students agree that students are safe at school, are learning the	

<p>Strategy 2: Continue to develop knowledge and skills within wellness and well-being through a continuum of learning and wellness opportunities that allow access for each learner in our school.</p> <p>Strategy 3: Continue to develop the knowledge, skills, and capacity of staff and students to advance a culture of wellness and wellbeing in our school</p>		<p>importance of caring for others, are learning respect for others and are treated fairly in school.</p> <p>Local</p> <ul style="list-style-type: none">● SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none">● Students and staff demonstrate understanding and respect for the uniqueness of all learners.● Learning environments are welcoming, caring, respectful and safe.● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.● Collaboration with education partners to support student learning and well-being.● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.

		<ul style="list-style-type: none">Structures and systems support learning and meet the needs of students, families, staff and communities.
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Strategy 1: Identify learning gaps resulting from disruptions in learning over the past year and develop supports and interventions within our continuums of support to help students get back on track with their learning.</p> <p>Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment.</p> <p>Strategy 3: Continue to strengthen community partnerships and collaborations to support our students and staff.</p>	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none">SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.School Continuum of Supports Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.School-based Students’ Matters Engagement Evidence from student analysis of information gathered from student generated engagement opportunities created through Students’ Matters.Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)	
Assurance Links for SUPPORT		
<p>For Further Information Follow Links to</p> <p>Comprehensive School Health</p> <p>FSD Parent Learning Link - FSD Staff Learning Link - FSD Student Learning Link</p>		

Support for each learner
Staff Wellness and Student Well-being
Safe and Caring Learning Environments
Accessing my Learning and Academic Resources and Learning Opportunities
Community Resources and Resiliency

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school

We are committed to building positive professional relationships and providing rich, meaningful and appropriate learning experiences that are responsive to the needs of our learners and our school community. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. This includes a commitment to First Nations, Métis and Inuit education foundational knowledge, worldviews and history as an area of ongoing learning and reconciliation for each learner. Evidence of principles and practices that tell the story of student growth and achievement as well as excellence in teaching, learning and leadership include:

- Focus on improving PLC systems and structures resulted in increase in Teacher satisfaction most areas as measured by FSD Professional Learning Community Survey
- Improvement in literacy skills in all grades as shown in GRADE Assessment Comparison of September Pretest to June Post Test
- Grade 6 FI Students recorded a [Land Acknowledgement](#) for our school website

- Online Learning provided an opportunity for teachers to find new ways to engage students [Hoover goes outside](#)
- Increased confidence in design and implementation of Professional Learning focus - Conceptual Understanding and Transfer for Learning – as indicated in [Senator Riley PL Survey](#)

**Key insights from results analysis of the impact of Engagement, Support and Success strategies
Strengths and Areas for Refinement (list 4-8 key insights)**

- Focus on improving PLC systems and structures resulted in increase in Teacher Satisfaction measured by **FSD Professional Learning Community Survey** despite limitations of COVID 19 restrictions
- Students are successful through consistent & cohesive quality **literacy and numeracy instruction, assessment and intervention** using evidence based practices.
- Decrease in Performance Measures of **Program of Studies, Work Preparation and Lifelong Learning** indicate further steps are needed to improve quality and effectiveness of learning opportunities

Goal 1 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>
<p style="text-align: center;">Advance innovation and design</p> <p>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>“Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their</p>	<p>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.</p>

		<p>learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	
<p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Strategy 1: Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of “Maker-centered Learning”, and CTF as a strategy for engagement and future career orientation for students.</p> <p>Strategy 2: Grow community partnerships that provide students with authentic industry experience and lasting local connections.</p> <p>Strategy 3: Advance the use of myBlueprint as an ePortfolio and career exploration tool for Grade 8 students</p>		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ● Citizenship: Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS. ● MyBluePrint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool. ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
Goal 2	Outcomes	Indicators	

<p><i>Desired Result</i></p> <p>Advance learning for transfer</p> <p>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>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts.● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
<p>Strategies</p> <p>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</p> <p>Strategy 1: Advance use of the Sustained Conceptual Learning for Depth and Transfer Planning Guide through ongoing learning opportunities to support teachers with planning for deep and transfer learning in any learning environment for optimum student success.</p> <p>Strategy 2: Support teachers with foundational learning in</p>	<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	

preparation for a new Alberta curriculum	Local <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS. ● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 		
Goal 3 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve.</i>	Indicators <i>Indicators of achieving outcomes.</i>	
<p>Advance First Nations, Métis and Inuit student success</p> <p>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>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions. 	

<div><div>Strategies</div><div>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</div></div> <div><div>Strategy 1:</div><div>Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.</div></div> <div><div>Strategy 2:</div><div>Continue to develop staff capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.</div></div>		<div><div>Measures and Targets</div><div>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</div></div> <div><div>Provincial</div><div><div>Learning Outcomes (PAT & Diploma):</div><div><div>○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.</div></div></div></div> <div><div>Local</div><div><div>RRST (Reading Readiness in English & French):</div><div>Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.</div></div><div><div>GRADE (Literacy Assessment in English):</div><div>Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</div></div><div><div>MIPI (Math Assessment in English & French):</div><div>Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</div></div><div><div>Evidence of tools, services and strategies</div><div>that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.</div></div><div><div>Evidence of advancing reconciliation</div><div>through the Calls to Action as referenced in the Quality Standards for Alberta Educators.</div></div><div><div>Evidence of Principles and Practices</div><div>that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</div></div></div>	
<div><div>Goal 4</div><div>Desired Result</div></div> <div><div>Advance literacy and numeracy</div><div>Advance literacy and numeracy development for</div></div>	<div><div>Outcomes</div><div>Measurable statements of what FSD seeks to achieve.</div></div> <div><div>Learners are literate and numerate</div></div>	<div><div>Indicators</div><div>Indicators of achieving outcomes.</div></div> <div><div>● Improvement in students’ ability to understand learning outcomes,</div></div>	

each learner across all subjects and grades for improved student growth, achievement and success.	<p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p>demonstrated by strengths in literacy and numeracy, across all subjects and grades.</p> <ul style="list-style-type: none">● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)● Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Strategy 1: Advance the use and consistent application of grade level assessments in literacy and numeracy to inform teacher practice and support student growth and achievement.</p> <p>Strategy 2: Advance use of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.</p>		<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none">● Learning Outcomes (PAT & Diploma):<ul style="list-style-type: none">○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science. <p>Local</p> <ul style="list-style-type: none">● RRST (Reading Readiness in English & French): Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.● GB+ & DRA (Literacy Assessments in French): Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading

			<p>comprehension.</p> <ul style="list-style-type: none">● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.● School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p>Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>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.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none">● 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.● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.● Teachers and leaders improve their professional practice in learning for transfer.● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.	

Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i>	Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i>
<p>Strategy 1: Engage in professional learning with 3 other schools in our system during the Fall Learning Conference and Collaborative Learning Mornings for certificated staff as opportunities to advance understanding of how to plan for deep, transferable learning for student success.</p> <p>Strategy 2: Advance optimal student learning through the development of collective instructional efficacy to coach for deep and transfer learning by providing professional learning for our teachers</p> <p>Strategy 3: Continue to develop professional learning that is focused on optimum student success and honours the adult learner by offering multiple, varied ways of engaging stakeholders.</p> <p>Strategy 4: Develop a learning plan to support teachers with a new Alberta curriculum.</p>	<p>Provincial</p> <ul style="list-style-type: none"> ● 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. <p>Local</p> <ul style="list-style-type: none"> ● 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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
Assurance Links for SUCCESS	
<p><i>For Further Information Follow Links to</i></p> <p>Innovation and Design/Career Futures FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources Professional Learning Calendar and Professional Learning Opportunities and Resources</p>	

To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

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 Commitments for Optimum Student Learning



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
leadership.

Engagement

Support

Success

Local and Societal Context		Learning Supports		Student Growth and Achievement	
Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.		Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.		Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	
Governance				Teaching and Leading	
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.				Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.	
Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance stakeholder engagement and communication	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future		Goal 3 Advance First Nations, Métis and Inuit student success	Strategic Plan First Nations, Métis and Inuit student success

