

# Cayley School Education Plan 2021-2024

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

*Cayley School is a rural K-8 school located at the southern end of Foothills School Division. It has an annual student population that has fluctuated between 110 to 140 students in recent years. The school has a staff that consists of up to eight full-time teachers, a regional middle school band teacher, and up to six support staff.*

## School Highlights and Celebrations

*Cayley School prides itself in being student-centered with a focus on meeting the individual needs of each learner. A school-wide focus continues to be literacy and providing reading intervention to students as they develop as readers. In addition, a major emphasis the past four years has been the importance of stories in all aspects of life and learning as part of the school's "Stories Matter" initiative.*

## Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

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

## Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement

1. **Quality of Basic Education (Overall: “Excellent”):** 3.6 % higher than the provincial results at 93.9% ... this number is slightly higher than 2019-2020 and .7 higher than the 3-year average. With a school-wide focus on literacy and social-emotional learning over the past seven years, parents have been able to witness firsthand the impact this has had on their children’s learning and well-being. Through a commitment to continual professional development, collaboration, and lifelong learning as professionals, our teachers have been successful in providing a learning environment where children are happy at school and are demonstrating continual improvement as learners.
2. **Citizenship (Overall: “Excellent”):** 7.7% higher than the provincial results at 91% ... our school’s Cayley Cobra Creed -- “Cayley Cobras are *empowered learners, respectful citizens, and competent individuals.*” — provides the foundation for everything that we believe and do in Cayley School. It sets a standard that both students and staff can successfully attain through ongoing engagement and support around what it means to be a “respectful citizen” within and outside of Cayley School.
3. **Parent Involvement (Overall: “Excellent”):** 4.9 % higher than the 3-year average ... we have worked hard as a staff to maintain a sustained focus on providing timely and meaningful **two-way communication with parents** around student wellness, student achievement, and providing support for parents in areas where they have needed it, i.e learning-from-home, online learning and support, and following COVID-19 protocols and restrictions.
4. **Continuous Improvement (Overall: “Excellent”):** 7.4 % higher than 2019-2020 and 9.1 % higher than the 3-year average ... while we have been committed every year to continuous improvement as a school, we are encouraged that all stakeholders recognize our collective efforts in this area.
5. **Engagement** ... based on teacher attendance data and a survey sent home to parents during learning-from-home last spring, combined with at-home online learning before (Grade 7/8) and after (K-8) Christmas this year, we are able to report that both students, along with their parents, have been successfully engaged in uninterrupted learning while learning from home. This is a credit to our teachers who have designed learning in such a way that students can be engaged, supported, and successful regardless whether they are in our building or not.
6. **Student Learning Achievement:** While there is no recent data available to indicate our level of success in this area based on Grade 6 Provincial Achievement results, this is an area that we recognize needs our ongoing attention and effort. This past year when PAT results were not available, our Grade 6 teacher-based achievement results were 78.3 % of students at “Acceptable” and 20% of students at “Excellence” which aligns favorably with previous provincial averages for Grade 6 PATs. Our ongoing focus on literacy has made a significant difference in how students are able to decipher what is being asked in each question and then decoding which is the best answer in response.

# Engagement

*for each learner*

Engagement that is timely, meaningful and collaborative

**ENGAGEMENT GOAL: At Cayley School, learners are intellectually and emotionally engaged through the exploration and development of subject-specific skills and related thinking skills, knowledge, conceptual understanding, and transfer.**

## Our story of engagement for each learner at Cayley School ..

*There are four questions that guide decision-making in Cayley School relating to learner engagement. Is the learning purposeful? Is it strategic? Is it measurable? And, is it sustainable? If the answer is yes to all of these questions, then the school can confidently say that any learning that is taking place is purposely and strategically designed to be engaging. As well, as teachers create a culture of thinking in their classrooms and apply the principles of concept-based teaching and learning, we have seen students significantly more engaged in their learning. When learners can see the relationship between the concepts they are learning and meaningful real-life application, they can't help but be more engaged. This principle, commonly referred to as "transfer", is key to deeper learning at all levels at Cayley School.*

<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 stakeholder engagement and communications</b></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"><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 School.</li><li>• Stakeholder engagement informed decision making and education plans.</li></ul>

## Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

### Strategy 1: Student Engagement -

- Rocky Mountain Book Awards Project (literacy focus for Gr 4-8)
- Virtual author visits
- Elementary Fiddle Program ... every Wednesday afternoon
- Junior High Intramural Program three days a week
- "Stories Matter" ... Year Four of our original CPIP initiative
- *Stories Matter about the 7 Habits* ... "Catch a Cobra"
- *Hats Off for Mental Health*
- *Pink Shirt Day/Orange Shirt Day*
- *Knowledge Hook* online Math program
- All classrooms have been equipped with cameras and mics to provide seamless transitioning from at-school to at-home learning
- Band
- Extra Curricular Sports Teams

### Strategy 2: Staff Engagement -

- Weekly staff meetings with a "sprint" approach to providing PD in a PLC type of environment
  - Literacy
  - Math
  - Inclusive Learning
  - Social-Emotional Learning
  - Conceptual Understanding / Learning that transfers
  - Lead teachers sharing what they have learned with the staff

### Strategy 3: Parent Engagement -

- Online Virtual Assemblies
- FSD parent learning sessions as part of School Council meetings
- Cayley School Council Facebook Page

### Strategy 4: Community Engagement -

- Ongoing relationship with Oddfellows service club, the local Cayley Community Club, and the Cayley Recreation Board
- Teachers take students throughout Cayley for Phys. Ed. related activities, community clean-up, and as a way to extend learning into the community

### Strategy 5: Communications -

## Measures and Targets

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

### Provincial

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

### Local

- **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)

<ul style="list-style-type: none"> <li>● Monthly digital school newsletter</li> <li>● Sharing what is going on visually in the school through our Google Slide announcements that play daily in the school</li> <li>● Frequent <i>Instagram</i> posts that pictorially celebrate learning and all that goes on in the school</li> </ul>		
<p style="text-align: center;"><b>Goal</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance evidence-based continuous improvement and assurance.</b></p> <p>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></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>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● 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.</li> <li>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.</li> <li>● 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.</li> </ul>
<p style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p><b>Students:</b> In spite of the challenges we have faced the past fifteen months, our staff have embraced and implemented the principles of concept-based</p>		<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><b>Provincial</b></p>

learning with students to help them make connections to bring about learning that transfers.

**Parents:** The school has made it a practice to inform parents on a regular basis of what is transpiring within the school. We adhere to the adage that we must *tell them or they will make it up*. That being said, we regularly provide opportunities for parents to respond and to provide input when any communiques are sent home. As well, this year we have promoted the sessions that Al Davidson and Shelly Read led during two of our School Council meetings.

**Teachers:** Virtual staff meetings have been organized in such a way as to provide “sprint” PD/PLC time for at least 30 minutes. This is when teachers engage weekly in focused dialogue and related activities designed to improve teacher practice within the school. In addition, those teachers who are part of the division’s lead groups on System Learning Days have the opportunity during these times to share their learning with the entire staff.

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

**Local**

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students 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 that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

**Assurance Links for ENGAGEMENT**

- [Monthly Digital Announcements](#)
- [Students' Matters Engagement 2021](#)
- [Cayley School Students' Matters Engagement Survey - May 2021](#)
- [Cayley School Volunteer Handbook](#)

# Support

*for each learner*

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

**SUPPORT GOAL:** *At Cayley School, learning and social-emotional competencies are developed in each learner by applying strategies and accessing supports designed to promote, provide, and celebrate a safe, caring, and welcoming educational environment.*

***Our story of support for each learner at Cayley School ...***

*At Cayley School, students find themselves in an environment that feels very much like family. Most students who start school at Cayley go through nine years together with the same classmates. In addition, every teacher knows every student in the school. These same teachers understand and apply the various components contained within the school's "Continuum of Supports" designed to meet the universal, individual, and targeted needs of each student. To further support this work, **The 7 Habits of Happy Kids** provides the foundation for the school's focus on providing a welcoming, caring, safe, and inclusive foundation on which to build. The 7 Habits are not just things that we talk about at Cayley School; they are principles that we live by. As a result, our students know and understand that no matter what the circumstance or the situation, **"Cayley Cobras are empowered learners, respectful citizens, and competent individuals."** (Cayley Cobra Creed)*

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance wellness and well-being</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>● Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>● Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>● Learners access a continuum of support.</li> </ul> <p>“Students will learn</p> <ul style="list-style-type: none"> <li>● to 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 are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> </ul>

	<ul style="list-style-type: none"> <li>● to build resilience and positive mental health skills for suicide prevention</li> <li>● to know the difference between and how to manage health stress and traumatic stress”</li> </ul> <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"> <li>● Improved understanding of an inclusive education system is shared by all education partners.</li> <li>● Improved 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> </ul>
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<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes</i></p> <ul style="list-style-type: none"> <li>● “Stories Matter about <i>The 7 Habits</i>” provides both students and staff the opportunity to recognize members of the school community who practice one or more of <i>The 7 Habits</i> each day. Students and staff are encouraged to fill out a “Catch a Cobra” sheet identifying the habit that was observed and the story behind it. These are then shared during morning announcements and posted on the “Stories Matter about <i>The 7 Habits</i>” bulletin board in the hallway for all to see.</li> <li>● At the end of each reporting period, the school hosts a <i>7 Habits</i> virtual assembly that recognizes students from all the classes who have demonstrated a commitment to practicing one or more of the habits on a regular basis within the classroom and/or the school.</li> <li>● Students are reminded during announcements that “Cayley Cobras are <i>empowered learners, respectful citizens, and competent individuals</i>” (our Cayley Cobra Creed). Students know it off by heart</li> </ul>
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<p style="text-align: center;"><b>Measures and Targets</b></p> <p style="text-align: center;"><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 in percentage of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> <li>● <b>Evidence of Principles and Practices</b> 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)</li> </ul>
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and can explain what it means. Because of that, it is used in a gentle way whenever a student or students need to be reminded of their responsibility as citizens and learners within Cayley School.

<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b></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>	<p><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>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"> <li>● Students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Collaboration with education partners to support student learning and well-being.</li> <li>● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.</li> <li>● Structures and systems support learning and meet the needs of students, families, staff and communities.</li> </ul>

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

- Through effective and strategic timetabling of Educational Assistant time, the school has been able to focus on the specific needs of those students needing additional support.
- Teachers, support staff, and administration have been actively involved in providing supports and practices to those students who need the added support outside of their daily classroom routines.
- “How can our school create an environment so students feel more engaged and in tune with learning at school?” ... Cayley School’s “Students’ Matters” engagement question that was designed by students to solicit student feedback to help inform decision-making moving forward. Students will be analyzing the data as a group and then sharing their insights with the admin.

### Measures and Targets

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

#### Provincial

- **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.

#### Local

- **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

- [Cayley School Student Code of Conduct / Continuum of Supports](#)
  - [Cayley School Volunteer Handbook](#)
- [Cayley School At-Home Online Learning Parent Survey - May 2021](#)

# Success

*for each learner*

Student Growth and Achievement

Excellence in teaching, learning and leadership

**SUCCESS GOAL:** *At Cayley School, all learners explore a variety of differentiated learning experiences and opportunities to empower them to experience success in their learning.*

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

*At Cayley School, we embrace the mission of Foothills School Division: “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.” With an ongoing school-wide focus on reading and reading intervention over the past seven years, students have a genuine love for learning in all subject areas as they move from learning to read in the younger grades to reading to learn in the older grades. In recent years teachers have implemented thinking routines into their classrooms as they’ve worked hard to create a culture of thinking within the school. To coincide with this, the division’s focus on developing conceptual understanding that leads to learning that transfers has helped teachers provide deeper learning opportunities for all students.*

<b>Goal 1</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 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.	“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of	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.

information with discernment, and applying their learning in a variety of life and work situations.” *AB ED Ministerial Order on Student Learning, p. 2* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.

**Strategies**

*Strategies are actions taken to achieve goals and desired outcomes.*

- Teachers are learning to plan with a focus on concept-based learning, creating a culture of thinking within their classroom, and differentiating when necessary to provide instruction and to assess student knowledge and understanding.
- Learner profiles in Cayley School are but one way we communicate with parents about how students are doing both academically and social-emotionally. Phone calls home are initiated whenever there is a need to speak with parents about their child’s learning and behavioral needs. That being said, as part of our ongoing learning as a staff around what makes for effective assessment, evaluation, and reporting, we have made time in our staff meetings to review, share, and reform our practice in this area.

**Measures and Targets**

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

**Provincial**

- **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.

**Local**

- **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 style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;"><b>Advance learning for transfer</b></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 style="text-align: center;"><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 style="text-align: center;"><i>Indicators of achieving outcomes.</i></p> <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 and areas of need and set new learning goals.</li> </ul>
<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <ul style="list-style-type: none"> <li>● Through their own professional development, in-school professional development, and the PD provided by the school division, Cayley teachers have been actively engaged in developing their understanding and expertise as they endeavor to provide learning for transfer that deepens student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</li> </ul>	<p style="text-align: center;"><b>Measures and Targets</b></p> <p style="text-align: center;"><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>Overall Quality of Education:</b> Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Lifelong Learning:</b> Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>Student Intellectual Engagement Survey:</b> Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).</li> <li>● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● <b>Evidence of Principles and Practices</b> 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)</li> </ul>
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<p><b>Goal 3</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 First Nations, Métis and Inuit student success</b></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</p>	<ul style="list-style-type: none"> <li>● 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>● 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</li> </ul>

Canada, including Treaty Rights and the importance of reconciliation.” *AB ED Ministerial Order on Student Learning, p. 2*

advising, graduation planning, careers and post-secondary programs.

- Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

- This has been Year Four of our school’s “Stories Matter” initiative that has been focused on developing foundational knowledge and understanding of First Nations, Métis, and Inuit culture and histories in Canada — not just for students but teachers as well.
- In our Learning Commons, we have continued to increase the number of grade-appropriate books that support First Nations, Métis, and Inuit perspectives

### Measures and Targets

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

#### Provincial

- **Learning Outcomes (PAT & Diploma):**

- 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.

#### Local

- **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.
- **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.
- Evidence of **tools, services and strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **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 style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <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 style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● 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 style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <ul style="list-style-type: none"> <li>● Early Literacy Intervention: Cayley School is a <i>Calgary Reads</i> school. This year the school received materials that were sent home to parents of Kindergarten students before the children began school in September.. The program is funded with the help of a local foundation and, under normal circumstances, provides additional support for young readers.</li> <li>● Leveled Literacy Intervention (LLI) takes place daily to support struggling readers from Grade 1-7. As well, each class has 40 minutes of READ time each day that focuses on the application of reading strategies.</li> <li>● Teachers received \$500 each from our school council to purchase new “good fit” books for each teacher’s classroom library.</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><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 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.</li> </ul> </li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>RRST (Reading Readiness in English &amp; French):</b> Increase in 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 in percentage of students who are at or above grade level expectations in grades 2 –</li> </ul>

	<p>9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</p> <ul style="list-style-type: none"> <li>● <b>MIPI (Math Assessment in English &amp; French):</b> 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.</li> <li>● <b>School Professional Learning Plans</b> indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.</li> <li>● <b>Evidence of Principles and Practices</b> 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)</li> </ul>
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<p><b>Goal 5</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 excellence in teaching, learning and leading</b> that results in improved student growth and achievement.</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>	<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 and reflective 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>

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

- Through reflective practice, staff and administration of Cayley School work collaboratively to build capacity in teachers that will result in improved student growth and achievement.
- Using the school's "Shared Professional Growth & Learning" template, staff share their teaching practice with one another in light of the province's TQS. This tool provides for observation without judgement, the asking of questions, and the sharing of wonders.

### 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 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

- [Cayley and Colony Schools - Board Presentation 2020-21](#)
- [Cayley and Colonies 2020 Fall Learning Conference](#)
- [Cayley School Year-End Celebration and Awards](#)
- [Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit](#)
  - [Stories Matter / Thinking Routines](#)

## 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.

		<b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.			
<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>	
<b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.		<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.		<b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	
<b>Governance</b>				<b>Teaching and Leading</b>	
<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.				<b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.	
<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>	
<b>Goal 1</b> Advance stakeholder engagement and communication	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement and Communications</a>	<b>Goal 1</b> Advance wellness and well-being	<b>Strategic Plan</b> <a href="#">Wellness and Well-being</a>	<b>Goal 1</b> Advance innovation and design	<b>Strategic Plan</b> <a href="#">Innovation and Design</a>
		<b>Goal 2</b> Advance our continuum of support	<b>Strategic Plan</b> <a href="#">Continuum of Support</a>	<b>Goal 2</b> Advance literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>

					
<b>Governance</b>		<p><u><b>Vision 2034: Prepared for the Future</b></u></p> 		<p><b>Goal 3</b> Advance First Nations, Métis and Inuit student success</p>	<p><b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit student success</a></p>
<p><b>Goal 2</b> Advance evidence-based continuous improvement and assurance</p>	<p><b>Strategic Plan</b> <a href="#">Continuous Improvement and Assurance</a></p>			<p><b>Goal 4</b> Advance learning for transfer</p>	<p><b>Strategic Plan</b> <a href="#">Learning for Transfer</a></p>
<b>Teaching and Leading</b>				<p><b>Goal 5</b> Advance excellence in teaching, learning and leading</p>	<p><b>Strategic Plan</b> <a href="#">Excellence in teaching, learning and leading</a></p>