École Joe Clark 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

Ecole Joe Clark School is a dual track school of Junior Kindergarten-Grade 5. We have approx 320 students in French Immersion and English Programming. Our population serves the High River community. Our school is known for our student leadership capacity, strong community connections and dynamic approach to complex students. We identify as the Broncos and our mission is "*Believe in yourself, Découvrez le leader en vous*!"
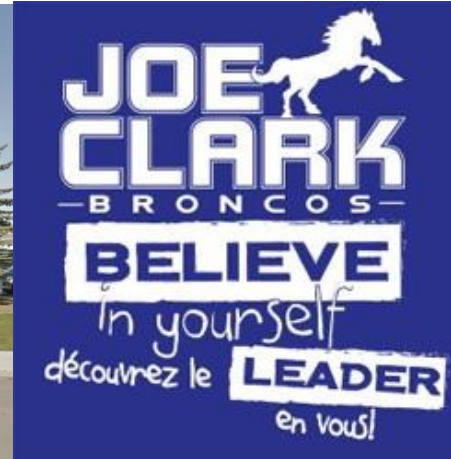
School Highlights and Celebrations

- Dynamic and engaged school council that is growing. Our school council meetings are well attended by a great cross sample of parents in the school. Our parent volunteers are very involved and make our school a great place to be for all!
- Monthly Bronco Time is a fixture in our school. Students and parents enjoy a time where we gather, monthly, to celebrate achievements.
- Multidisciplinary approach to complex learners. We work with a variety of organizations and nonprofits to ensure that we are curating wrap around services for our most complex learners.
- A culture of collective responsibility is evident in staff's approach to all learners.
- [Students regularly report having a strong sense of school identity and that school is a safe, caring and welcoming place for them.](#)
- Our Music Program promotes traditions such as [Tin Can Kids](#) as an example of traditions that students look forward to as they move onto Middle School.
- We maintain very high achievement in the last 2 years on the Accountability Pillar Survey Results, in all areas. We anticipate our Annual Education Results Report to have a similar trend in results.

Accountability Pillar Overall Summary
3-Year Plan - May 2018
School: 5316 Right Honorable Joe Clark School

Alberta Government

Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.1	92.7	92.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.3	90.1	88.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	91.5	96.0	94.3	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	85.0	97.6	90.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	83.9	88.5	89.1	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	89.1	88.6	92.8	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.2	92.1	91.1	80.3	81.4	80.7	High	Declined Significantly	Issue

2018

Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.6	92.1	91.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.4	87.3	88.6	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.0	91.5	93.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.3	85.0	90.2	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	87.1	83.9	87.2	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.9	89.1	89.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.0	78.2	86.0	81.0	80.3	81.0	Very High	Maintained	Excellent

2019

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	Education Quality	93.9	95.0	94.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
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Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	88.5	87.3	90.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	82.3	87.1	86.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.3	86.9	88.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.1	85.0	85.1	81.5	81.0	80.9	Very High	Maintained	Excellent

2020

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

| Engagement	Support	Success
● **Our Students' Matters committee indicates that student voice to the school based decision making process is essential. This is why we are focusing on ensuring student voice is a strong part of our occurrence measures.** ● **Development of a larger school based shared leadership team. This strategy was informed by the data collected from staff regarding the need to be more connected, aligned and informed.** ● **Engage a community connection committee that includes a larger community team. This will include**	● **Student office referrals and school council expressed the need for a focus on Social Emotional Competencies. This was also an area of need in our community survey from the Primary Rural Physician Network. The analysis of multiple stakeholders indicated that in order to address the mental health capacity in a universal fashion, we need to prioritize social emotional competence learning.** ● **Following engagement with our staff advisory committee, it was also apparent that mental health and well being supports will need to be made explicit to**	● **Staff feedback was gathered to inform direction of best practices for gathering evidence and formative assessment for students. A digital portfolio was the solution to aligning our assessment, parent engagement, common practices and Career Technology Foundations. Many staff have begun to use the digital tool of MyBlueprint, which we've decided to leverage universally.** ● **Following analysis of teachers' self assessment on the teacher quality standards and leadership quality standards, there is a need to apply foundational knowledge and**

representation from health, business, social work, non-profit, etc. It was apparent in our stakeholder feedback that in order to truly gather voice from all stakeholders it will need to be initiated and coordinated by a school in committee form. Our previous method of engaging the community was effective, as many were involved in the school happenings, but did not serve the greater community.

- Continue to build our social media platforms as our engagement in both Instagram and Facebook has increased.
- Following a staff survey it was evident that staff requires some capacity building in understanding and acting on assurance measures.

ensure health and well being of staff.
- Evidence gathered in our Educational Plan from the past two years indicated the need for an advancement of our continuum of supports.
- A culture of collaboration is required to move shared leadership forward. Insight on the culture of collaboration in our school was gathered from staff. It became apparent that conditions need to be created to establish this culture beyond current conditions.

teachings into our practice. We are looking to weave the Circle of Courage, ubiquitously, into our framework for learning.
- Although our data indicates literacy and numeracy performance is improving, post pandemic education gaps continue to need to be addressed. We will lean on best practices in literacy and numeracy, as well as align numeracy and literacy checkpoints from Kindergarten to grade 5.

Engagement
for each learner

Engagement that is timely, meaningful and collaborative

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

Our engagement is best exemplified by our activity on Social Media. School council manages Facebook, Twitter and Instagram. These venues allow us to visualize what our community is like. We also have a captive audience for feedback when requested. An example of when we needed community engagement was when the Primary Rural Physician Network requested that we help with a Quality Improvement Project. Ecole Joe Clark, along with Spitzee School helped to facilitate this research through our schools.
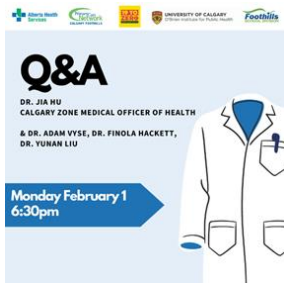
AHS ENGAGEMENT RURAL PRIMARY PHYSICIAN NETWORK : Quality Improvement Project during the Covid 19 Pandemic to promote understanding of COVID 19 and uptake on vaccinations.

Example of our Social Media Engagement: Instagram

Student Matters: Student engagement link for school
Celebration of Staff 2021!: JAMBOARDfor acknowledgement

Goal	Outcomes	Indicators

Desired Result	Measurable statements of what FSD seeks to achieve.	Indicators of achieving outcomes.
Advance stakeholder engagement and communications 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.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance.	● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.

Strategies *Strategies are actions taken to achieve goals and desired outcomes.*	Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*
Strategy 1: Student Engagement - **Student Matters: Working with our student matters representatives to provide voice to the decision making process.** **Student Leadership Opportunities** **Strategy 2: Staff Engagement -** **Development of a Lead Team Planning Committee that provides leadership on Professional Development and educational planning** **Continue to seek our increased opportunities to collect staff feedback in support of belonging, wellness and well-being** **Strategy 3: Parent Engagement -** **School Council: Feedback on decision making processes**	**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 a 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)

Strategy 4: Community Engagement -

Community Connections: Creation of a committee that engages local agencies such as Foothills Immigrant Services, Rowan House, Child and Family Services, Alberta Health Services, Inclusion Foothills, HIgh River Recreation Centre, etc.

Strategy 5: Communications -

Social Media strategy: Instagram, Facebook and twitter accounts and campaigns with timely engagement opportunities for stakeholders

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
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.	Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility.	● 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 developed and conclusions drawn to inform education plans. ● 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.

Strategies	**Measures and Targets**
Strategies are actions taken to achieve goals and desired outcomes.	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategy 1: Build staff capacity in the following areas: ● **Assurance measures** ● **Data action toolkits for collaborative teams** ● **Collection of artifacts to capture the story of the school** **Strategy 2: Create conditions for collaboration that leads to informed practice**	**Provincial** ● **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

For Further Information Follow Links to

School Website
AERR
Student Engagement- Student Matters
School Relaunch Handbook

Support

for each learner

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

Joe Clark School is a dynamic school with a highly collaborative staff. All staff (teaching & support), develop a deep understanding of student narratives in order to meet each student where they are at in their learning journey.

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve.*	*Indicators of achieving outcomes.*
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.	- 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. "Students will learn - 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" *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11* "As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful,	- 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

	pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds." *Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17*	needs of students, families, staff and communities.

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

1. **Prioritize Positive Behavior Support through the following tenets:**
   a. **Social Emotional Learning competencies**
   b. **A progressive discipline continuum that includes fair and predictable consequences as well as clear and consistent expectations**
2. **Develop and implement a continuum of wellness with the Staff Advisory Committee**
	Provincial
	● **Safe & Caring:** 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.
	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.
	● **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 *Desired Result*	Outcomes	Indicators *Indicators of achieving outcomes.*
Advance our Continuum of Supports Continue to develop and advance our continuum of support.	*Measurable statements of what FSD seeks to achieve.* FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools. "A board, as partner in education, has the responsibility to	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. ● Students and staff demonstrate understanding and respect for the uniqueness of all learners.

(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education."
Alberta Education Act, pages 39-40

"To support children and students in attaining the goals as stated in the *Ministerial Order on Student Learning*, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports."
Alberta Guide to Education, Page 27

- 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.
- Structures and systems support learning and meet the needs of students, families, staff and communities.

Strategies

1. **Continue to advance the Continuum of Supports by:**
   a. **Engaging our community support committee and including them in the continuum of supports**
   b. **Establishing high yield strategies with staff to ensure optimal learning**
   c. **Work with the Collaborative Response Team to advance the Continuum based on student referral data**
2. **Promote and cultivate a culture of shared leadership with staff and students by establishing conditions of a collaborative culture through our learning plans in the following ways:**
   a. **Weaving in the circle of courage as our framework for staff development**
   b. **Promoting connection throughout Professional Learning Teams**
   c. **Cultivate a culture of leadership and Team**

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

For Further Information Follow Links to

Wellness continuum: https://docs.google.com/document/d/1f3mssdQbjCIRdKjTVr6mZKOesaoFNUdQgXqLU8hLnR0/edit
Conditions for Collaboration: https://docs.google.com/presentation/d/1gTvTpjyByFHsLIn8T4Bb7_YPdDZibwD1onlKlyoLtew/edit?usp=sharing
Positive Behavior Supports: https://docs.google.com/presentation/d/1IIR-kHXBVR2b3rR2bg44q6ElOm7VxtbL916SMlDTqOk/edit?usp=sharing
Supporting Positive Behavior Supports in Alberta Schools: A School WIde Approach, Alberta Education
Comprehensive School Health
FSD Parent Learning Link - **FSD Staff Learning Link** - **FSD Student Learning Link**
Support for each learner
Staff Wellness and Student Well-being
Safe and Caring Learning Environments
Accessing my Learning and **Academic Resources**
Learning Opportunities
Resiliency
Community Resources

Success

for each learner
Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school

 Students, staff, and parents are highly engaged in Literacy Supports and Interventions with Precision Reading and Levelled Literacy Intensive Supports. School wide, we are beginning to explore the Foundations of Literacy at the universal level. Joe Clark staff actively engage in the Competencies work, and continue to refine our professional practice in design, instruction and assessment to ensure high levels of student efficacy.

Goal 1 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance innovation and design 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 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 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.	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.
Strategies		**Measures and Targets**

Advance the use of My Blueprint as an E-portfolio and career exploration tool so that students:
1. **know who they are as a learner**
2. **can reflect on their learning, understand their goals as a learner, and next steps for improvement.**
   a. **explore personal interests and passions and skills while making personal connections to their future career possibilities.**
   b. **parents:**
   c. **can engage with their children around their learning**
   d. **can witness their child's story of growth and achievement as it occurs.**
   e. **Teachers:**
   f. **can provide feedback and engage students and parents**
   g. **reflection.**

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 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance learning for transfer 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.	Learners will be able to explore and develop their skills and passions and achieve their highest potential.	● 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

	Students will be well prepared for their future while remaining current and relevant in the local and global contexts. "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." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52* "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 understand ing, one can apply what they have learned to new situations in other contexts." *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020*	progress, identify strengths and areas of need and set new learning goals.

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes. *(Share 1 to 3 Strategies)*	*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

Strategies

1. **Advance awareness of high impact, research based assessment principles, and practices to achieve optimal student success in any learning environment using the following resources:**
   a. **12 fixes of assessment coursework**
   b. **Leveraging aligned divisional professional development**
2. **Advance student success through sustained conceptual learning for depth and transfer.**
   a. **Enduring understanding that frame learning concepts**
   b. **Learning cycles framed under big ideas**
      i. **Design thinking**
      ii. **iterative thinking**
      iii. **spiraling and spaced practice**

Measures and Targets

Provincial
- **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.

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,

iv. lines of inquiry 3. **Leveraging e-portfolio feature of my blueprint as evidence of student engagement and success.**	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 *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve.*	**Indicators** *Indicators of achieving outcomes.*
Advance First Nations, Métis and Inuit student success 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.	First Nations, Métis and Inuit learners are successful. Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success. Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. "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." *AB ED Ministerial Order on Student Learning, p. 2*	● 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.

Strategies *Strategies are actions taken to achieve goals and desired outcomes.* *(Share 1 to 3 Strategies)*	**Measures and Targets** *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1. **Continue to develop collective capacity to incorporate instructional practices that honour traditional teaching and weave foundational ways of knowing into the curriculum for the success of each and every learner through**
   a. **Parent and Community Engagement**
   b. **Staff Learning and Instructional Practices.**
   c. **Cultural Appreciation**
   d. **Student Support**
2. **Weave in the Circle of Courage into our Framework for Learning or Engage, Support and Success. In efforts to support Truth and Reconciliation through education for the the following groups:**
   a. **Students**
   b. **Parents**
   c. **Staff**
   d. **Stakeholders**

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)

Goal 4 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *Indicators of achieving outcomes.*
Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.	Learners are literate and numerate Students will have the literacy and numeracy competency to engage in learning across the content areas	- Improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. - Improvement in students' knowledge, skills and understanding of foundational

| | "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." *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1* | literacy, vocabulary, and comprehension (listening and written)
● Improvement in foundational numeracy and mathematical knowledge and skills for all students |

Strategies *Strategies are actions taken to achieve goals and desired outcomes.* *(Share 1 to 3 Strategies)*	**Measures and Targets** *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1. **Work with the school division's excellence commitments to clarify the essential understandings, high yield strategies, and resources available for teacher use to support growth and achievement.**
   a. **Apply the Foundations of Literacy**
   b. **Vertically align literacy and numeracy check points.**
   c. **Referral to and use of high yield strategies.**
2. **Development of Literacy and Numeracy Interventions to address post pandemic educational gaps.**
	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.
	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.
	● **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 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.
	● **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)

Goal 5 *Desired Result* **Advance excellence in teaching, learning and leading** that results in improved student growth and achievement.	**Outcomes** *Measurable statements of what FSD seeks to achieve.* Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*	**Indicators** *Indicators of achieving outcomes.* ● 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 *Strategies are actions taken to achieve goals and desired outcomes.* *(Share 1 to 3 Strategies)*		**Measures and Targets** *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1. **Promote, support and facilitate professional learning in advancing student growth and achievement through:**
   a. **School Based Professional Development**
   b. **Divisionally Based Professional Development**
   c. **PLT**
   d. **Shared Leadership Team (LEAD TEACHERS)**
   e. **Staff meetings**
   f. **Just in time learning sessions for priority areas**
   g. **Teacher Quality Standards/Leadership Quality Standards**
2. **Promote and unpack the FSD staff learning link with school based staff**

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

For Further Information Follow Links to

CTF: POS: https://education.alberta.ca/media/3576047/final-ctf-program-of-studies-april-11-2017.pdf
FNMI Staff Learning Link: https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/first-nations-métis-inuit
FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources
Professional Learning Calendar and Professional Learning Opportunities and Resources
Numeracy Excellence Commitments and Literacy Excellence Commitments
French Language Arts Excellence Commitments and French Services
FSD Staff Learning Link - FSD Parent Learning Link - FSD Student Learning Link
FSD Framework for Learning and FSD Continuity of Learning
Administrative Procedure 360 Assessment, Evaluation and Reporting and Design and AssessmentResources
Administrator Sharing Space
Resources by Grade and Resources by Subject
Literacy and Numeracy and Early Learning Resources

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

Our Vision	Our Commitments	Our Priorities
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.	**for Optimum Student Learning** *Optimu*	**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]
				Goal 4 Advance learning for transfer	**Strategic Plan** [Learning for Transfer]
Governance				**Teaching and Leading**	
Goal 2 Advance evidence-based continuous improvement and assurance	**Strategic Plan** [Continuous Improvement and Assurance]			**Goal 5** Advance excellence in teaching, learning and leading	**Strategic Plan** [Excellence in teaching, learning and leading]