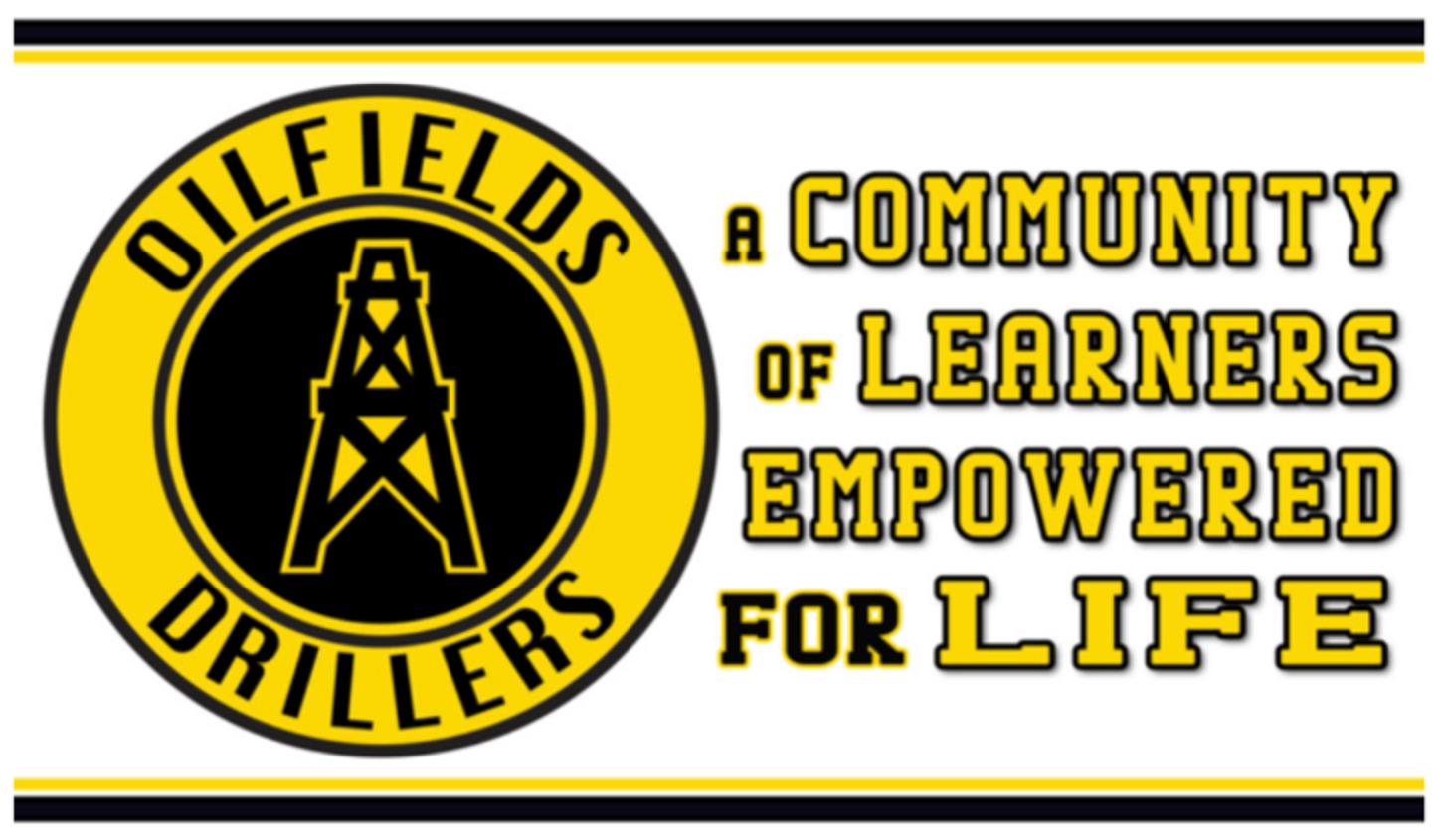
Oilfields School Education Plan

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



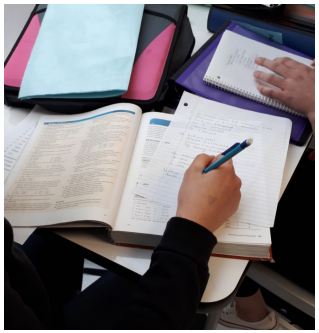
About our School

In the spirit of reconciliation, we want to acknowledge the ancestral and traditional territory of the Blackfoot, Kainai, Piikani, Siksika, TsuuT'ina, and Stoney Nakoda First Nations in Southern Alberta and the Metis Nation of Alberta Region 3. Spanning generations acknowledgement of the land is a traditional custom of Indigenous peoples and an important part of reconciliation. It gives voice to the authentic history of the land and its original people. Honouring the land in this way acknowledges the story of the creation of this country in a way that has historically been missing.

Oilfields School is located within the community of Black Diamond in the foothills South west of Calgary. As a Junior / Senior High School, it supports student learning in Grades 7 -12 who attend from the communities of Eden Valley, Black Diamond, Longview, Turner Valley, Millarville and the County of Foothills. We have a student population of approximately 400 students and 41 staff. Approximately 75 % of our student population are bussed in from the surrounding communities.

Oilfields School is focused on designing and assessing learning for deep learning and transfer through conceptual understanding. We are also striving to ensure a wider range of complementary courses that support the understandings, skills and attitudes necessary to explore and pursue potential careers. These complementary courses are in the areas of Fine Arts, Career and Technology Studies, Career and Technology Foundations, Athletic Programming, Languages, Off Campus Learning, Clubs, and other activities.

School Highlights and Celebrations



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:

- **Developing/updating** plans based on results, contextual information and provincial direction.
- Incorporating **stakeholder input** based on engagement activities at various points throughout the process, as appropriate.
- Implementing **research and practice-informed strategies** to maintain or improve performance across domains.
- **Monitoring** implementation and **adjusting** efforts as needed.
- **Measuring, analyzing and reporting** results.
- Using results to identify **areas for improvement** and to develop **strategies and targets** for the next plan.
- **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 (list 4-8 key insights)

We looked at several data points from the provincial, divisional, community and school level to inform the design of our strategies and areas of focus moving forward. In collaboration with these stakeholders, we broke these strategies down into Engagement, Support and Success. Each stakeholder group (students, school staff, parents, divisional staff and community) were also collaborators and had direct input on the development of these strategies.

Engagement

Based on School Developed Parent Survey and the Student Engagement Survey:

1) Continue to encourage and engage OHS stakeholders for input and voice related to school growth and improvement
2) Continue to apply feedback to ensure continued growth through a collaborative problem solving approach
3) Continue to Advance First Nations, Métis and Inuit student success through community engagement and connection
4) Develop connection and relationship between school and community / stakeholders to support and celebrate students success

Support

Based on SOS-Q survey, Alberta Accountability Pillar, MIPI/Grade data and Student Engagement Survey:

1) Continue to work collaboratively to provide ongoing supports for students (Academic, Socio-emotional, Behavior, Wellness)
    a) Literacy, Numeracy, Design for Transfer, Innovation and Design
2) Continue to use feedback to guide the implementation of our continuum of supports for student excellence
3) Increase visibility and access to supports for stakeholders within the school and community
4) Establish a junior high framework with targeted supports for student success

Success

Based on staff PLT survey, SOS-Q, Student Engagement Survey, Alberta Accountability Pillar, Provincial Achievement Data, and School Developed Parent Survey:

1) Continue professional development that supports designing learning and assessment for deep understanding and transfer through conceptual understanding.
2) Increase student engagement and utility of school through programming and practice that aligns learning for transfer with career exploration and career futures
3) Engage all stakeholders in conversations regarding educational programming, excellence and opportunities for students
4) Establish Junior High Framework with targeted supports for student success

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school

Goal *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve.*	Indicators *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.

Strategy 1: Student Engagement -

- Continue to use and develop existing collaborative decision making structures to engage student voice to solve problems and ensure continuous school and learning improvement such as:
    - Students' Matters
    - Pizza with the Principal
    - Student Engagement link on OHS website

Strategy 2: Staff Engagement -

- Continue to use engagement tools and structures to facilitate collaboration to collect voice for solving problems and make decisions for continuous school / learning improvement.

Strategy 3: Parent Engagement -

- Link dedicated on OHS Website to Parent/Community/Student engagement and voice to support and guide school planning and growth.
- Use engagement tools and structures (surveys, school council) to engage stakeholder voice through a collaborative decision making process to solve problems and make decisions for continuous school / learning improvement.

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 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)

- Increase staff communication and collaboration with parent/guardian/students through structures/strategies to build relationships, celebrate success and work collaboratively to solve problems and make decisions that lead to student excellence.

Strategy 4: Community Engagement -

- Link dedicated on OHS Website to Parent/Community engagement and voice to support and guide school planning and growth.
- Increase communication between community and OHS CTF/CTS leads, school counselor, core teachers and off campus coordinator to support and engage student, staff and community teamwork.
- Introduce a Community Lead to regularly participate and engage in the School Council.

Strategy 5: Communications -

- Develop communication strategies to ensure that all FSD Stakeholders are aware, informed, and provided with opportunities to share their thoughts and feedback. Continue to provide reports on engagement results and decisions to increase assurance, trust and confidence in OHS.
- Improve 'in the moment' and 'timely' communication through twitter.

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

Strategies are actions taken to achieve goals and desired outcomes.

1) **Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement**:
    a) Relationship Building with Stakeholders:
        i) Regular Emails / Phone Calls to establish connection and relationship with parents/guardians as part of Continuum of Supports.
        ii) Ensure collaboration with parents/guardians as partners to support student excellence and problem solving using the Continuum of Supports.
    b) Community:
        i) Stakeholder connection through Off Campus Lead to build connections to support Career Planning in CTF/CTS, Off Campus Learning (Green Certificate, RAP, Work Experience) and all Subject Areas.
    c) Student:
        i) Continue building student opportunities for student voice, decision making and problem solving to ensure school growth.
        ii) Using regular Circles Structures and Restorative Practices to build a sense of belonging and independence, solve problems and restore harm between students and staff.
2) **Timely communication and reporting of evidence and celebrations in action that support student learning and continuous school improvement**.
    a) Centralized on Website with summaries of data, supports and celebrations
    b) Communication to Families / Community Stakeholders
    c) Seek Input from Stakeholders to analyze data to solve problems and make decisions, as well as celebrate success.

https://docs.google.com/document/d/1shaPBBkfdorgaZlYWNM5y1aXXcxB849Z/edit

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.
- **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

Engagement Folder with Goals, Strategies, Actions and Resources

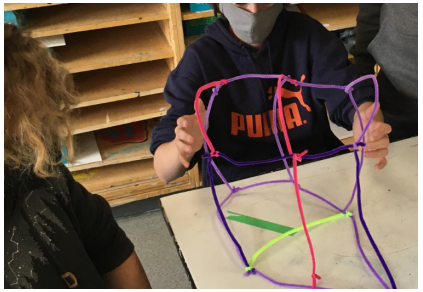
https://docs.google.com/document/d/1RlPI69spHrrxz91MPdyQolo0NgrReaRI/edit

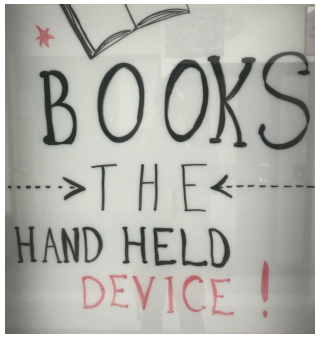
Support

for each learner

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

Our story of support for each learner at our school





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, 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*	• Improved wellness and wellbeing in students and staff . • All students and staff demonstrate understanding and respect for the uniqueness of all learners. • All learning environments are **welcoming**, **caring**, **respectful** and **safe**. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of **belonging** and **high expectations** for all. • Improved **understanding** of an **inclusive education system** is shared by all education partners. • Improved **collaboration** with education partners to support learning. • Improved **wrap around services** and **supports** that enhance conditions required for optimal learning and wellness. • Structures and systems **continually improve** to support learning and meet the needs of students, families, staff and communities.

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.*
1) Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.	**Provincial**

a) Relationship building between stakeholders to improve collaboration school culture at the Universal Level. b) Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level. c) Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level. d) Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources. e) Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs f) Bring attention to CTF/CTS promotions and connections 2) Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing. a) Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing. b) Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another. c) Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups. d) Supporting student connections with staff and target students who lack a 'go to person'. https://docs.google.com/document/d/1PiDMgg29jyMkOIte9aaRySeYA8LV8NJD/edit	● **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	Outcomes	Indicators
Desired Result **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.	*Indicators of achieving outcomes.* 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.

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

Strategies	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes. Improve Visibility and Implementation of structures and strategies within the Continuum of Supports. • Relationship building between stakeholders to improve collaboration school culture at the Universal Level. • Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level. • Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level. • Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources. • Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs • Bring attention to CTF/CTS promotions and connections	*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.

Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing. ● Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing. ● Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another. ● Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups. ● Supporting student connections with staff and target students who lack a 'go to person'. https://docs.google.com/document/d/1PiDMgg29jyMkOIte9aaRySeYA8LV8NJD/edit	● **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

https://drive.google.com/drive/folders/1Lk015gGotKPrQDPW2r88ODaQ7oDDQY1_?usp=sharing

FSD Parent Learning Link - FSD Staff Learning Link - FSD Student Learning Link

Staff Wellness and Student Well-being

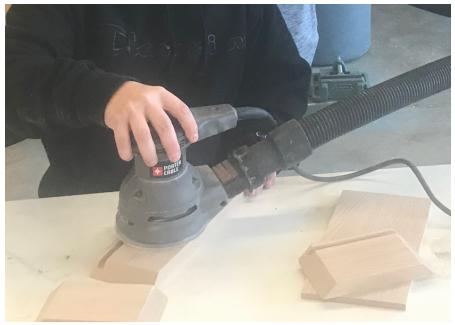
Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

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



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	"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,	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.

learners and active citizens that are prepared for the future.	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.	

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

1) Provide programming for career exploration and focus that empowers students for life:
    a) Designing and Assessing for Transfer/Career Futures in all programming
    b) Collaboration and support from CTF/CTS Division Lead, Lori Isberg
    c) Integration and training of My Blueprint for students and staff as a career exploration and portfolio tool in all subject areas.
    d) School Counselor Collaboration and Communication with Students, Parents and Staff to support design and career ambitions
    e) CALM Connections to Career Pathways

https://docs.google.com/document/d/1HLBFgS7nYMuI4Yhb4FnPM6LYndfpsEyK/edit

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 *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. 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 understanding, 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*	• Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.

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.*
FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?	**Provincial**

How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency? 1) Continue with focus on Conceptual Understanding through Teaching and assessment for Deep Understanding for Transfer - "How do we ensure meaningful transfer to life occurs through the way we plan and assess for learning?" 2) Continue to partner with Learning Services with School Professional Learning Plan 3) Collaborate with HHS, CIM and SRMS and TC2 for staff professional development 4) Build process and expectations for PLT meetings to advance learning and share outs on school PD days. 5) Continue designing Professional Learning and PLT tools that reflect OHS goals and direction to monitor progress https://docs.google.com/document/d/1HLBFgS7nYMuI4Yhb4FnPM6LYndfpsEyK/edit	• **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. • **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area. **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. • 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.	• 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.

	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*	• 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.

1) Safe, Caring, and Welcoming Environment for First Nations, Metis and Inuit students.
    a) Cultural of Belonging and Appreciation
        i) Celebrations (First Nations and Metis)
        ii) Events
    b) Communication - See Engagement/Support Strategies
    c) Safe, Caring and Welcoming Space (Entrance/Cultural)
    d) Build Relationships to Advance and Celebrate Metis Community at OHS
        i) Ruperts Land Institute
        ii) School Facilitator
        iii) Metis Nation of Alberta
2) Advance program supports to bridge gaps and barriers:
    a) Continue Technology Access
    b) Programming Integration Through Design Thinking
        i) CTF/CTS
        ii) Core Subjects
        iii) Special Projects / Work Experience
        iv) Data informed Decision Making
3) Advancing learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students:

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 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
    - Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
    - Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.

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.

a) Conceptual b) Differentiating / Differing Perspectives c) Cyclical/Iterative learning to advance learning, understanding and connection https://docs.google.com/document/d/1HLBFgS7nYMuI4Yhb4FnPM6LYndfpsEyK/edit	• **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 "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*	• 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, 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.*	**Measures and Targets** *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.*

1. Have both Literacy and Numeracy goals, targets and implementation strategies as part of instructional design a. Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks b. Include literacy and numeracy development as part of PLT meetings c. Numeracy ■ Continue work with Shelley Read to Design Instruction that uses an Iterative Approach through the Strands to ensure deep understanding and transfer d. Discipline Literacy Approach ■ Content/Academic Language ■ Comprehension Development ■ Miriam Ramzy - Strategies Backpack 2. Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12. a. Promote staff learning through both literacy and numeracy leads on divisional days https://docs.google.com/document/d/1HLBFgS7nYMuI4Yhb4FnPM6LYndfpsEyK/edit	**Provincial** ● **Learning Outcomes (PAT & Diploma):** o Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science. o Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. **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. ● **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*	**Outcomes** *Measurable statements of what FSD seeks to achieve.*	**Indicators** *Indicators of achieving outcomes.*

Advance excellence in teaching, learning and leading that results in improved student growth and achievement.	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*	• 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	Measures and Targets
Strategies are actions taken to achieve goals and desired outcomes. *(Share 1 to 3 Strategies)* *FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?* 1) Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD, PLT, Staff meetings: a) PLT Time b) Leads involved int school and divisional learning c) Lead support professional learning plan 2) Work collaboratively with four other FSD Schools, supported through FSD Learning Team.	*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

i) Planning Guides ii) Playlists iii) Staff Learning Link iv) Lead Team Work/Sharing 3) Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of High School Design, Literacy, Numeracy, Innovation and Design, Inclusive Learning and Indigenous Learning/Support https://docs.google.com/document/d/18OxQUfwdpydFWKoehzNAlW0yUu0N9Z7M/edit	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

https://drive.google.com/drive/folders/1J_qkESXoCD7Qb5hxj3gQji5ZRCavAo1T?usp=sharing

Innovation and Design/Career Futures

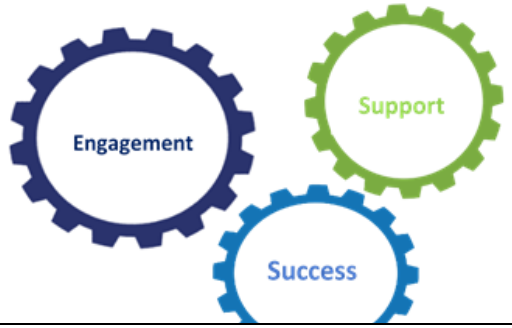
FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources

Design and Assessment

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

Our Vision Engagement, Support and Success for Each Learner. **Our Mission** Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them…Develop them…Celebrate them.	**Our Commitments for Optimum Student Learning** 	**Our Priorities** **Engagement:** Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities. **Support:** Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive. **Success:** Ensure and maintain division-wide excellence in teaching, learning and leadership.
Engagement	**Support**	**Success**
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Assurance Measure**: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	**Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.
Governance		**Teaching and Leading**
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.	Explore • Develop • Celebrate! Foothills SCHOOL DIVISION	**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