

École Percy Pegler 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 Percy Pegler School is a triple track school, running an English, French Immersion and a new Nature Based Learning Program. We are located in the heart of Okotoks, close to downtown, which allows for a natural flow from the school to the outdoors and local community. We have approximately 400 students, and 34 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students design and lead a variety of clubs, and our staff offer extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Maker Space Opportunities (CTF), Fine Arts and physical activity opportunities through our conceptual based class PAWS (Panther Arts and Wellness Studies). This provides students the opportunity to explore beyond the boxes of Music and Physical Education. Through PAWS, students engage in fine, performing and musical arts, wellness opportunities like yoga and mindfulness, as well as traditional Physical Education sports and games.

We are the home of the Panthers, and our school culture builds Panther Pride first. We are Pawsitive, Prepared Participants of the Future.

[LINK TO THE EPPS HANDBOOK](#)

School Highlights and Celebrations

2020-2021

- We have seen huge growth in our staff, and students, in the area of literacy. Most classrooms run literacy in a centre based model and have a much deeper understanding of how the process of learning to read works.
- Our staff are highly collaborative and enjoy working and learning together.

- Activities like PAWS (Panther Arts and Wellness Studies), and our Panther Paws for kindness, and student leadership have helped pull our school together in a time when we have been pushed apart by Covid.
- We are adding a Nature Based Program, K-6, into our school starting in the fall after experiencing the success of Nature Based Teaching in a variety of grades. This is drawing students from many other areas.

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

Engagement

- Over 20 different student-led clubs were initiated and run over recess hours.
- Over 200 families responded to our request for a survey using Bang the Table. Parents clearly read and respond to our messaging.
- The ongoing feedback from the local seniors centre in regards to the community connection our school made with them this year has been positive and heartwarming.

Support

- 98% of parents surveyed indicated that they feel their child is cared for by their teachers.
- 69% of parents surveyed indicated they know their child can receive help for things not related to school work. This is an area for refinement.

Success

- 94% of parents surveyed indicated that they feel their children understand what they are expected to learn
- By using the Science of Reading, our grade 2/3 French Immersion teachers saw an improvement in all their students, and moved over 50% of readers from a beginning to acceptable or proficient level (from below grade level to at or above grade level)
- 96% of parents surveyed indicated they were satisfied or extremely satisfied with the quality of education their child is receiving

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school

School engagement has been an area of focus for our team this year. In a year when parents were not allowed into the school, we had to focus our efforts on other means of communication. These have taken the form of Instagram, the School Website, Zoom meetings, Private YouTube links of videos and regular phone calls and emails.

This is the first year we have had a greater focus on social media, and our Instagram following has grown from 185 followers to over 255. We intend to continue to grow this following.

Teachers provide monthly newsletters or briefings to each family in order to ensure they are up to date with what is happening in the classroom. Our Admin Team sends a newsletter to families to keep them abreast of school wide events and information.

The Admin Team meets with the School Council each month to ensure that the home school connection remains strong. This year, through the School Council, we provided information for parents about their children's digital life and how to help keep them safe and responsible.

Staff have multiple opportunities to ensure they are engaged in what the focus of our school is. Teachers participate in PLC meetings, staff briefings, and this year we introduced the ILT (Instructional Leadership Team) to align all the work of the PLCs.

Students have multiple ways to engage in our school culture. Our Student Matters Team ran multiple contests and helped organize activities for students to participate in safely, as well as taking over the morning announcements. They also led one of the Student Matters meetings to explain how we have been able to build and maintain our school culture despite the pandemic.

Our general student population participated and led many outdoor recess activities. Our staggered recesses allowed us to provide fun opportunities for kids to participate within their cohorts. Some examples of these were: Irish Dance Club, Pokemon Club, Sidewalk Chalk Art Club, Slime Club.

Feedback

I first have to thank you and your teaching team for a really good year. My children were safe, emotionally supported and both grew in different ways. I had no expectations coming into this year knowing the incredible challenges we were all up against yet both my children had really good years, in fact probably their best year for different reasons.

Students are engaged and excited to learn; many commented at the end of the school year they did not want school to end.

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of engagement, support and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> ● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system. ● communication provides assurance. 	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. ● Stakeholder engagement informed decision making and education plans.
<p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Student Engagement Continue to encourage student voice by profiling Student Matters' Committee work while universally supporting students in the creation of meaningful opportunities for leadership and feedback through our Panther Post.</p> <p>Strategy 2: Staff Engagement</p>		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p>

<p>Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness and well-being through structures such as our ILT and Staff Briefings</p> <p>Strategy 3: Parent Engagement Continue to promote volunteerism, promote EPPS school council, and profile our https://engagefsd.com/pegler2021 to encourage discussion and collect parental voice in school-based decisions.</p> <p>Strategy 4: Community Engagement Continue to share and connect with our community members to maintain partnerships such as the Seniors home, Town Office, and local businesses (Panther Paws Connection Packages)</p> <p>Strategy 5: Communications Continue to ensure all EPPS stakeholders are aware, informed, and provided with opportunities to share thoughts and feedback through our EPPS News, Social Media presence, My Blueprint and Learner Profiles.</p>	<ul style="list-style-type: none"> ● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities. ● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p style="text-align: center;">Advance evidence-based continuous improvement and assurance.</p> <p>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research

		<p>and practice-informed strategies implemented to achieve priorities.</p> <ul style="list-style-type: none"> ● 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.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Implement PowerBI as a perpetual, live data dashboard to showcase EPPS, plan for improvement and track efficacy.</p> <p>Strategy 2: Provide timely Assurance Reporting so that all stakeholders are able to take part in the story of the growth and success of our EPPS students.</p>
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<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● 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. <p>Local</p> <ul style="list-style-type: none"> ● 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

**video message from seniors*

**example of Prime Time videos*

**student leadership recess activities*

<https://youtu.be/kn6Fsl2m5k>

Support

for each learner

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

Our story of support for each learner at our school

We began this year with an ILP “speed date”. This allowed the current teacher to review the ILP, and then meet with the previous year’s teacher about the needs of the student in their own words. Our teachers really felt they knew their students and their needs based on these conversations. After completing this, teachers then engaged in completing a Classroom Support Plan to ensure the needs of the targeted students could be met in a universal manner.

Our Leadership Team (admin, Learning Coach, FSLC) meets weekly to discuss student and classroom needs. These referrals come to us from teachers or parents. We triage, assign roles, and ensure each student situation is followed up with, regardless of the circumstances.

Both our VP and our Learning Coach are trained to administer Level B assessments which allows us to do a comprehensive academic assessment and identify needs and strategies for support. This allows us to assess and identify academic needs of our students and implement strategies and supports in a timely manner.

To develop a culture of well-being, we have encouraged recess leadership activities, led by students. This has enabled students to find groups of other students who have similar interests, and gives them a more targeted activity at recess. We have also staggered our recesses, so that grade 4-6 students go outside separate from the K-3 students. This has allowed all students to play on the playground, have lower teacher-student ratios at recess, and thus reduced our recess time issues and conflicts. This shift has also allowed for an increase in our Div 1 student-led leadership initiatives.

We begin each morning with an SEL (Social Emotional Learning) block which allows for a softer start to the students day. Many teachers use this time to teach Mind UP, Zones of Regulation, engage in meditation, yoga, go for a walk, play in the gym, etc. This has significantly contributed to the wellbeing of our school population.

Feedback

I just wanted to say thank you (on behalf of the staff) for all the hard work you put into our start-up. Knowing what other teachers at other schools are feeling makes me so proud and lucky to be in this team. Thank you for taking our health and safety and those of our kids into consideration and making it the first priority. I was very worried about coming back- having your support and our mask wearing - distancing- sanitizing protocols at the forefront make me much more comfortable about going home.

I just wanted to send a quick email thanking you for welcoming me into your school. I am so impressed with everything you are doing for your students. You are an outstanding team and I am delighted to have this opportunity to work with you.

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. 	<ul style="list-style-type: none"> ● Improved wellness and wellbeing in students and staff . ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are welcoming, caring, respectful and safe.

	<ul style="list-style-type: none"> ● Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none"> ● 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.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes</i></p> <p>Strategy 1: For Staff Wellness: Create a targeted plan with strategies and opportunities for staff wellness which promotes cohesion and collaboration amongst staff.</p>
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<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Safe & Caring: Increase in the percentage of teachers, parents and students who agree that students are safe at school, are

<p>Strategy 2: For Student Well-being: Use a Comprehensive School Health Approach to support improvements in students educational outcomes while addressing school health in a planned, integrated and holistic way.</p> <ul style="list-style-type: none"> ● leverage SOS-Q data to identify areas for growth including self-confidence and internal-external resilience. ● support classrooms with the inclusion of student well-being goals during their SEL time. ● Continue to embed professional learning opportunities for teachers in the areas of restorative practices, trauma informed practices, positive behaviour supports, mentorship and social emotional competencies. ● Utilize our EPPS Support Team to collaborate and problem solve around specialized supports for students with complex needs and universal strategies. ● Utilize student leadership and Student Matters to promote Wellness activities for individual classrooms and during Prime Time. ● Focus on Digital Citizenship and student parent partnerships. 	<p>learning the importance of caring for others, are learning respect for others and are treated fairly in school.</p> <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.”</p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe.

	<p><i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<ul style="list-style-type: none"> ● 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.
<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Continue to foster a positive learning culture and a continuum of supports that supports the social-emotional, physical and academic growth of all students, in a safe, caring and welcoming learning environment.</p> <p>Strategy 2: EPPS staff will continue to learn about, develop and support procedures to advance the continuum of supports to promote student learning and well-being to support student growth achievement and success</p>	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Program Access: Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. ● Students at Risk: Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely. <p>Local</p> <ul style="list-style-type: none"> ● SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal 	

- September Speed Dating (uncovering our ILP KIDS)
- Classroom Support Plans
- SIS meetings
- SCRTS Training
- Foundational Lit and Numeracy Work
 - Science of reading
- ELL Intake and Benchmarking
- PBS and restorative practices
- ILT (instructional leadership team) meetings

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

Link to support for each learner website:

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/support-for-each-learner>

Link to collaboratively built EPPS Positive Behaviour Support Rubric:

<https://docs.google.com/document/d/1DlfNHOFKimp4f-gk50g9k7eR84GT6i3vnIsl53os6Y/edit?usp=sharing>

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school

When we returned to in person learning after the Covid online learning in Spring 2020, we noticed that many of our students had improved their English reading skills due to more practice at home and greater parent involvement during the online learning. We have carried forward with this momentum, and the Science of Reading in both French and English has blossomed in our school in order to continue to ensure greater literacy skills in all our students. Many of our teachers are engaging in this learning over the summer. The use of RAZ kids & other technology tools that the students became so proficient with during online learning have improved grade 1 literacy skills/reading.

The introduction of PAWS (Panther Arts and Wellness), Physical Education and Music reimaged, allowed each child to find a place in subjects that they may not have loved before. This also allowed us to provide 2 hour long blocks of time free from instruction for teachers, during which time they were able to plan and collaborate with their cohort colleagues.

The introduction of the ILT structure (Instructional Leadership Team) allowed for us to share ideas and strategies across the different PLC groups. One team member from each PLC joined these monthly meetings which allowed us to brainstorm and strategies on common struggles and successes. We will continue with this work next year with a tighter focus on Learning for Transfer and Conceptual Understanding.

The introduction of My Blueprint allowed our students to become stronger in their self-assessment skills. It also provided an online digital portfolio which was easy to share with parents, and discuss next steps based on clear examples of work. Our students grades 1-6 are becoming more and more proficient with it. For Student Led conferences, many of our teachers used My Blueprint. They found it prompts kids about what to talk about with their parents and teacher.

The Circle of Courage is becoming our guidepost for demonstrating “good Panther Citizenship”. We began work this year on aligning the competencies with the Circle of Courage, and this will become more integrated and visible in our building next year.

Feedback

Hi there, so far I would like to say thank you to you and your staff for making what seems like a very smooth homeschool for us so far. It seems like a lot of thought has gone into the work from my kids' teachers. It has a good flow, it's easy to find the information, and it's easy to post information. It's not too much, it's not too little. So far so good.

Whilst it was a tough year I think it's safe to say that Mr Dale had a great year. There were a few hiccups along the way but for the most part he was happy, affectionate and able to learn. We worked hard to make him more part of the EPPS community and when Natalie and Kerrie commented to Dale that they had enjoyed getting to know him more this year we knew we had seen some success!

I like sharing and hearing from everyone else. Also, good to get ideas or to ask someone for help if they are more of a pro than me (ILT meeting feedback)

<p>Goal 1 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>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.</p>	<p>“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes.</i></p>		<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p>

<p>Strategy 1: Advance staff understanding of the relationship and alignment of the Framework for Innovation and Design and EPPS systems and structures that promote engagement and future career orientation for students.</p> <ul style="list-style-type: none"> ● PAWS (Panther Arts and Wellness Studies) ● My Blueprint ● Prime Time ● Student Matters and Leadership Work ● My Blueprint <p>Strategy 2: Grow community partnerships that provide students with authentic experience and lasting local connections.</p> <p>Strategy 3: Advance the use of myBlueprint as an ePortfolio and career exploration tool.</p>	<p>Provincial</p> <ul style="list-style-type: none"> ● Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. ● Work Preparation: Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ● Citizenship: Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● MyBluePrint: Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool. ● Learner Profiles: Growth in student achievement in maker-centered learning/CTF/CTS and competency development. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
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<p>Goal 2 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance learning for transfer</p>		<ul style="list-style-type: none"> ● Improvement in students' ability to apply knowledge, skills and

<p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p>understanding of concepts in a variety of contexts.</p> <ul style="list-style-type: none"> ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Align PLT work and EPPS school based PD to the System’s Conceptual Learning for Depth and Transfer thus providing ongoing learning</p>	<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p>
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<p>opportunities focusing on increased the understanding and use of high yield instructional tools and strategies to ensure student success.</p> <p>Strategy 2: Advance student success by increasing understanding of the principles and impact of continuous teacher assessment, evaluation, and reporting through the Conceptual Learning for Depth and Transfer to ensure powerful assessment practices.</p>	<ul style="list-style-type: none"> ● Overall Quality of Education: Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education. ● Lifelong Learning: Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <p>Local</p> <ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● 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)
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<p>Goal 3</p> <p><i>Desired Result</i></p>	<p>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes.</i></p>
<p>Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase</p>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and</p>	<ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and

<p>understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<p>the history and legacy of residential schools.</p> <ul style="list-style-type: none"> ● 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.
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<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <p>Strategy 1: Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.</p> <ul style="list-style-type: none"> ● Circle of Courage work ● Land Acknowledgement use <p>Strategy 2: Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.</p> <ul style="list-style-type: none"> ● Case Study of two students (Jordan’s Principle) ● the creation of a visible pathway of 215 acts of truth and reconciliation at EPPS

<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students. <p>Local</p> <ul style="list-style-type: none"> ● RRST (Reading Readiness in English & French): Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations. ● GRADE (Literacy Assessment in English): Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
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	<ul style="list-style-type: none"> ● MIPI (Math Assessment in English & French): Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability. ● 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)
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<p>Goal 4 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they</p>	<ul style="list-style-type: none"> ● 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

become active and informed citizens leading healthy lives of meaning.” *AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1*

Strategies

Strategies are actions taken to achieve goals and desired outcomes.

Strategy 1:

We will do professional work to strengthen our numeracy practice through a conceptual lens.

Strategy 2:

We will continue to address our depth of understanding of literacy through the Science of Reading

Strategy 3:

We will build a literacy intervention continuum - make more visible - literacy block

Measures and Targets

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

Provincial

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

- Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.

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.

	<ul style="list-style-type: none"> ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) 	
<p align="center">Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide-range of evidence to advance teaching, learning and leading.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. ● Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice. ● Teachers and leaders improve their professional practice in learning for transfer. ● Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning. ● Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
Strategies		Measures and Targets

Strategies are actions taken to achieve goals and desired outcomes.

Strategy 1:

We will design school based PD that is in alignment to the system work around Conceptual Understanding and differentiate the learning to meet teachers where they are at with regard to assessment and instruction.

Strategy 2:

We will align our PLC and ILT structures to school based PD.

Strategy 3:

We will contextualize the professional learning based on the needs of the students in our care.

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

Assurance Links for SUCCESS

For Further Information Follow Links to

PAWS - Panther Arts and Wellness Studies

<https://youtu.be/GI6S2my5Sbs>

French Immersion Student Exemplar - La Meteo:

https://docs.google.com/presentation/d/1oCUt-_selqzDIYrbMt1BZCvjcl28maS8bbr8CXcXCMY/edit?usp=sharing

Kindergarten Kindness Project:

<https://okotoksonline.com/local/kindergarten-students-share-kindness-with-the-community>

Professional development:

<https://sites.google.com/gm.fsd38.ab.ca/fsdinstructionalcoach/pd-opportunities?pli=1&authuser=1>

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

Our Vision

Engagement, Support and Success for Each Learner.

Our Mission

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them.

Our Commitments for Optimum Student Learning



Our Priorities

Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.

Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.

Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement




Support

Success

Local and Societal Context

Learning Supports

Student Growth and Achievement

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



			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