

Red Deer Lake School Education Plan 2021-2024

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

Follow Links to:

School Annual Education Results Report *link to AERR*

[School Website](#)

Please note that while the goals for this three year education plan are fixed the strategies will evolve over the term of the plan. THE evolution will come as a result of a recursive consultation process with all educational stakeholders.

About Red Deer Lake School

RDL is a strong and vibrant K – 9 Learning Community just 10 minutes west of Calgary city limits in the municipality of Foothills. Our student population is 450 students with a staff of 36. Our School's motto, "Continuing the Tradition of Excellence" speaks to our reputation and tradition of strong academic performance, quality athletics, and diverse visual and performing arts. We strive to consistently meet and exceed provincial, system, and community expectations. In our work to support the learning of all of our students, we strive to be known as a school where:

- children, staff and community feel welcome, valued, happy, and supported.
- children are encouraged to work to their potentials, experience personal success, and strive for higher achievement
- daily physical education, art, drama and music are important complements to academic life.
- students are privileged to study a second language from grades 4-9.
- students strive for high expectations for success in learning and teaching, based upon experience, contemporary research, collaboration, and student readiness.
- learning through curricula, extracurricular activities, and interaction with the greater community is lived.
- the staff place an importance upon their own learning.
- appropriate use of technology is valued as an integral part of the 21st century learner's experience.
- students, teachers, parents, and the greater community are collaboratively involved with student learning.

- staff and students understand, care about, and act upon ethical values and virtues.

A school that promotes Dragon Pride through academics, athletics, the fine arts and citizenship. (RDL – Home of the Dragons)

School Highlights and Celebrations

We value our:

K-9 Structure

Red Deer Lake School values its K-9 structure. It supports that structure by having shared expectations for all students, while recognizing individual differences, and by cultivating opportunities for whole-school activities, intergenerational interaction, and a shared social responsibility among all community members.

Culture of Excellence

Red Deer Lake School values a Culture of Excellence through a commitment to developing the individual potential and personal integrity of each student and staff member. This Culture of Excellence is continued through a process of modeling, developing a shared language, establishing an environment of mutual respect and clearly-defined expectations of behaviour.

Assessment & Reporting

Red Deer Lake School values assessment that is on-going, constructive, and indicative to teachers and students of the next steps needed to progress learning, while informing stakeholders of student progress. We value student assessment practices that provide students with on-going formative feedback to guide learning, evaluation practices reflective of student achievement to known curricular outcomes, and reporting procedures that clearly and effectively communicate all aspects of student learning.

Student Learning

Red Deer Lake School values engaged and meaningful student learning. To accomplish this vision, the staff provides meaningful, authentic and challenging learning opportunities for all students and encourages students to collaborate and appreciate each other's work in respectful ways.

PLC's

Commitment to working in Professional Learning Communities allows staff at Red Deer Lake to collaborate to help meet all student needs and build their own capacity. To be effective, PLC members need time to develop trust, set goals, implement and share their progress.

Teacher and Professional Conduct

Red Deer Lake School values a respectful, collegial environment for its staff. Staff work together in collaborative, empathetic and supportive ways.

Student Conduct

Red Deer Lake School values citizenship in students and staff. By setting clear expectations of student conduct and modeling Dragon Pride, RDL staff promote leadership and good citizenship among students.

Providing Assurance

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

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

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

- 1) Parents feel that they would appreciate an increased level of consultation and engagement on school related decision-making.**
 - a) What did this inform? And where? Link to Engagement, Support, and Success
- 2) Students would like to have increased voice in school related decision-making.**
 - a) What did this inform? And where? Link to Engagement, Support, and Success
- 3) Students would like to see an increased focus on feeling safe and cared for by peers.**
 - a) What did this inform? And where? Link to Engagement, Support, and Success
- 4) Students would like to see an increased focus on workplace preparation.**
 - a) What did this inform? And where? Link to Engagement, Support, and Success

How have we engaged stakeholders?

- Ongoing communication and consultation of school council regarding an increased focus on CTF and Fine Arts
 - Action 1: Modification of RDL school schedule with increased focus on CTF/Fine Arts

- Student Matters: Increase focus on CTF, Option, and Fine arts; increase supports for Jr. High student healthy friendships and well-being.
 - Action 1: Modification of RDL school schedule with increased focus on CTF/Fine Arts

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

[Our story of engagement for each learner at our school](#)

| Goal <i>Desired Result</i> | Outcomes <i>Measurable statements of what FSD seeks to achieve.</i> | Indicators <i>Indicators of achieving outcomes.</i> |
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| <p>Advance 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><u>School Councils</u></p> |
| <p>Strategies</p> | | <p>Measures and Targets</p> |

Strategy 1: Student Engagement - Provide opportunities to engage with students to solicit, hear, and enact student voice. Enactments of engagement opportunities will include:

- student voice committee
- classroom engagements with administration
- embedded leadership classes by grades

Strategy 2: Staff Engagement - Provide ongoing engagement opportunities both formally and informally including the following:

- staff meetings
- surveys/polls
- one-on-one dialogues
- PLC Meetings
- PD committee
- Monthly Coffee Chats

Strategy 3: Parent Engagement - Increase engagement with RDL parent community through multiple medias:

- Face-to-face
 - RDL parent council
 - continuous and ongoing informal conversations
 - administration engagement through supervision opportunities
- Virtual
 - needs-based surveys
- Communications
 - See below
- Social Media
 - School Twitter and Instagram pages
 - Admin and Staff Twitter and Instagram
 - RDL School Facebook, Instagram, and Twitter

Strategy 4: Community Engagement - Continue to share and celebrate student and school success

- Continue our partnership with Lloyd Park and Priddis Arena

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)

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| <ul style="list-style-type: none"> ● Share celebration throughout the local community <ul style="list-style-type: none"> ○ newspapers ○ social media <p>Strategy 5: Communications - Continue and increase ongoing communication with stakeholders while providing a feedback loops including the following:</p> <ul style="list-style-type: none"> ● Communication plan: posted on website and shared with parents (class-by-class) <ul style="list-style-type: none"> ○ Staff engagement with parents ○ Curriculum Newsletters ○ Weekly teacher communication with families (email, blogs, etc.) ● Administration Letter (Feedback Mechanism..., sharing back) ● School Council Website (facebook, Twitter, Instagram) ● Administration phone calls home | |
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| <p style="text-align: center;">Goal <i>Desired Result</i></p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> |
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| <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>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. | <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. ● In the AERR data is analyzed, local and societal context considered, insights 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 |

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| | | achievement through provincial and local measures. |
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| Strategies | Measures and Targets |
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| <p>Strategy 1: Utilize online communication platforms ie. Bang the Table to focus on student growth and achievement.</p> <p>Strategy 2: Utilize social media platforms to engage parents and stakeholders ie. Instagram and Twitter</p> <p>Strategy 3: Consult on an on-going basis with the RDL Parent Advisory Committee which is a sub-committee of RDL School Council</p> | <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● 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

- [FSD 2019-2020 Annual Education Results Report and FSD Financial Statements](#)
- [Annual Education Results Overview and Highlights and Annual Education Results Report Summary](#)
- [Engage FSD and Foothills School Division Stakeholder Engagement Plan](#)
- [Vision 2034: Prepared for the Future](#)
- [FSD 2020-21 School Relaunch Updates & Handbook](#)
- [Trustee News & FSD: Trustee Guide to Good Governance](#)

Support

for each learner

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

Our story of support for each learner at our school

| <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> |
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| <p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p> | <ul style="list-style-type: none"> ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners access a continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> ● to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ● to build resilience and positive mental health skills for suicide prevention ● to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> | <ul style="list-style-type: none"> ● Improved wellness and wellbeing in students and staff . ● All students and staff demonstrate understanding and respect for the uniqueness of all learners. ● All learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Improved understanding of an inclusive education system is shared by all education partners. ● Improved collaboration with education partners to support learning. ● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. |

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| | <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"> Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities. |
| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Classroom circles model for Grade 5-9; an opportunity for students to build community and connection with peers</p> <p>Strategy 2: Continuum of Supports - Collaboratively constructed and enacted universal, targeted, and individualized supports for academic and social/emotional wellbeing of students</p> <p>Strategy 3: Embedded bi-weekly time with FSLC as part of classroom health and wellness times. Focuses will be needs based.</p> | | <p style="text-align: center;">Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> <ul style="list-style-type: none"> Safe & Caring: Increase in the percentage of teachers, parents, and students who 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. <p>Local</p> <ul style="list-style-type: none"> SOS-Q (Student Orientation to School Questionnaire): Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
| <p style="text-align: center;">Goal</p> <p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;">Advance our Continuum of Supports</p> <p>Continue to develop and advance our continuum of support.</p> | <p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve.</i></p> <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> | <p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes.</i></p> <p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> |

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| | <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p> | <ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are welcoming, caring, respectful and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being. ● Structures and systems support learning and meet the needs of students, families, staff and communities. |
| <p style="text-align: center;">Strategies</p> <p>Foundational statements:</p> <ol style="list-style-type: none"> 1. A formalized continuum of supports is crucial to the Social Emotional (SE) and Academic well being of all learners. 2. Intervention and inclusion practices are good for all learners 3. All interventions and continuums are intended to be works not-yet-finished and evolving. <p>The RDL continuum of supports will be constructed and formalized collaboratively with all staff and shared with parent community stakeholders. The framework of universal, targeted, and individualized supports within the context of RDL staff and students will be treated as a working document—everchanging with the students and staff. The following priorities will be evident within the continuum:</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 Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. | |

- Umbrellas of Reconciliation through [decolonization](#)
- Specific focuses on [literacies](#) and [numeracy](#) while recognizing that these are not mutually exclusive
- SE and Academic well being cannot be separated and are intimately connected

- **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

[decolonization](#)

[literacies](#)

[numeracy](#)

[Comprehensive School Health](#)

[FSD Parent Learning Link](#) - [FSD Staff Learning Link](#) - [FSD Student Learning Link](#)

[Support for each learner](#)

[Staff Wellness and Student Well-being](#)

[Safe and Caring Learning Environments](#)

[Accessing my Learning and Academic Resources](#)

[Learning Opportunities](#)

[Resiliency](#)

[Community Resources](#)

Success

for each learner

Student Growth and Achievement
Excellence in teaching, learning and leadership

Our story of success for each learner at our school

| <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> |
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| <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</p> <p>Strategy 1: Multidisciplinary teaching from K-9 as a means to support complex learning tasks, metacognition, and critical thinking, affording for the illusion of content silos. Cascading challenges that promote continuous</p> | <p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p>Provincial</p> | |

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| <p>critical thinking and intellectual engagement. Embedded times in PLCs to support multidisciplinary at the Div III level.</p> <p>Strategy 2: Increased focus on CTF/CTS and Fine Arts programming</p> <p>Strategy 3: Continuum of Supports for academics; a universal, targeted and individualized plan to address literacy and numeracy learning needs Grades 1-9.</p> <p>Strategy 4: Effective communication through learner profiles regarding student conceptual understandings relative to the Program of Studies, including: strengths, areas for growth, and next steps.</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) | |
| <p style="text-align: center;">Goal 2 <i>Desired Result</i></p> <p style="text-align: center;">Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p> <p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. |

“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*

Strategies

Strategy: RDL professional learning plan

- aligned with FSD Learning and System Learning Days to increase professional capacity in design, implementation and assessment of conceptual learning and transfer
- a focus on multidisciplinary and the whole child

Measures and Targets

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

Provincial

- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Local

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, 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.

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| | <ul style="list-style-type: none"> ● 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) | |
| <p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p style="text-align: center;">Advance First Nations, Métis and Inuit student success</p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p> | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● Improved programs, services, and strategies for First Nations, Métis and Inuit student success. ● All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. ● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions. |
| <p style="text-align: center;">Strategies</p> <p>Strategy: Reconciliation with a focus on decolonization strategies</p> <ul style="list-style-type: none"> ● Partner with FSD schools to plan and share regarding Competency 5 of the Alberta TQS and LQS ● Provided opportunities for reading, and learning regarding foundational knowledges about First Nations, Métis, and Inuit | <p style="text-align: center;">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"> ● Learning Outcomes (PAT & Diploma): | |

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| <ul style="list-style-type: none"> ● Building relationships with local communities, Indigenous scholars, and Knowledge keepers ● Incorporating place-based learning as a window into indigenous ways of knowing ● Share and incorporate resources such as: <ul style="list-style-type: none"> ○ FSD T&R Toolkit ○ Learn Alberta Walking Together ○ Podcasts <ul style="list-style-type: none"> ■ Story Keepers ■ Truth about Stories ■ David Roberston CBC Parents | <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 and 9 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. ● 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 style="text-align: center;">Goal 4 <i>Desired Result</i></p> | <p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> | <p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p> |
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| <p style="text-align: center;">Advance literacy and numeracy</p> <p>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</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) |

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 foundational numeracy and mathematical knowledge and skills for all students

Strategies

Strategy 1: Analysis of Level A Data (RRST and MIPI) to identify students who need targeted supports in Term 1

Strategy 2: Literacy and numeracy interventions structures built into the school day to target students needing growth in literacy and numeracy areas

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 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- 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.

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| | <ul style="list-style-type: none"> ● 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) |
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| <p style="text-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 style="text-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 style="text-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. |
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| <p style="text-align: center;">Strategies</p> <p>Strategy 1: Embedded PLCs focused on increasing coherence between school-wide goals, multidisciplinary, and learning</p> | <p style="text-align: center;">Measures and Targets <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>Strategy 2: Sharing of success and growth areas during school-based professional learning days</p> | <ul style="list-style-type: none"> ● In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p>Local</p> <ul style="list-style-type: none"> ● FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. ● Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice) |
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Assurance Links for SUCCESS

- [FSD T&R Toolkit](#)
- [Learn Alberta Walking Together](#)
- [Story Keepers](#)
- [Truth about Stories](#)
- [David Roberston CBC Parents](#)
- [Innovation and Design/Career Futures](#)
- [FSD Truth and Reconciliation For Learner Success Toolkit](#) and [First Nations, Métis and Inuit Resources](#)
- [Professional Learning Calendar](#) and [Professional Learning Opportunities and Resources](#)
- [Numeracy Excellence Commitments](#) and [Literacy Excellence Commitments](#)
- [French Language Arts Excellence Commitments](#) and [French Services](#)
- [FSD Staff Learning Link](#) - [FSD Parent Learning Link](#) - [FSD Student Learning Link](#)
- [FSD Framework for Learning and FSD Continuity of Learning](#)
- [Administrative Procedure 360 Assessment, Evaluation and Reporting](#) and [Design and Assessment Resources](#)
- [Administrator Sharing Space](#)
- [Resources by Grade](#) and [Resources by Subject](#)
- [Literacy and Numeracy](#) and [Early Learning Resources](#)



To Achieve our Education Plan we focus on

Engagement, Support and Success for each learner

Our Vision

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 |
| Governance | |  | | Goal 4 Advance learning for transfer | Strategic Plan Learning for Transfer |
| | | | | Teaching and Leading | |