

Turner Valley School Education Plan 2021-2024

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

Follow Links to:

[School Annual Education Results Report:](#)

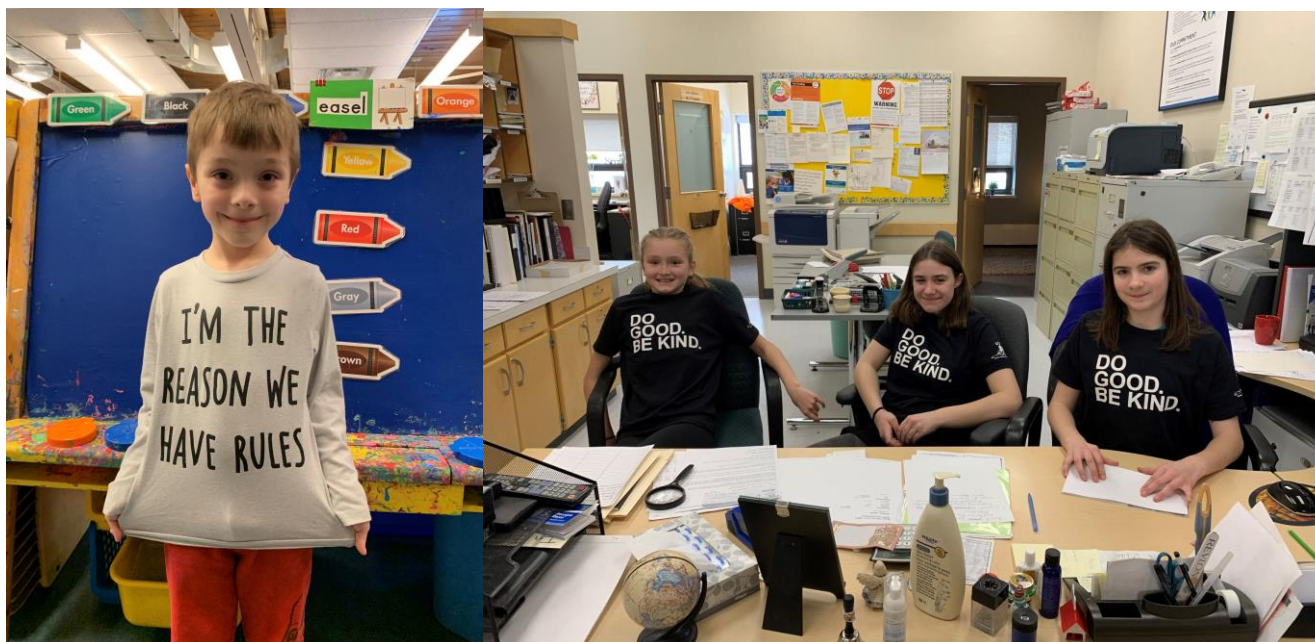
School Website: <https://turnervalley.fsd38.ab.ca/>

About our School

Turner Valley School, which was established at this site in 1927, is situated in the Foothills of the Rocky Mountains along the Cowboy Trail. Our caring staff of 27 are proud to work with 250 students in Kindergarten through to Grade 6. We are a feeder school for Oilfields School in the town of Black Diamond situated 3km east of Turner Valley.

Our school embraces the philosophy that 'it takes a village to raise a child'. We endeavour to nurture the social and emotional needs of all children while igniting curiosity and interest in engaging activities that advance learning for transfer. Most importantly, we see our work as a privilege to have the opportunity to positively impact the life of a child.





School Highlights and Celebrations

Our vision: ‘A community of lifelong learners prepared to succeed in the 21st Century through engaging school experiences in a respectful and supportive environment.’ We are proud to be a ‘DO GOOD. BE KIND.’ school whereby we teach and emphasize skills of respect and kindness within our school community and the community at large. We have aligned this philosophy with programs such as MindUp & PATHS to support the social and emotional learning of our students and staff. It is only through supporting the wellness of all that academic success can flourish.

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 (list 4-8 key insights)

- At Turner Valley School, student resilience (internal and external) has improved, but student self-confidence and external resilience still remain as areas for growth (**SOS-Q data**).
- Our **Intellectual Engagement** survey data shows that student intellectual engagement is high overall, with strong flow (above 85%) noted in Science, Social Studies, Math & Language Arts (in this order); analyzing why flow is lower in the Arts will drive our decision making and planning.
- Our **Intellectual Engagement** survey data shows that '*boredom*' in English Language Arts and '*anxiety*' in mathematics are areas that we will be mindful of and will drive our decision making and planning.
- Our Spring 2021 **GRADE** data will determine next steps for our literacy goals given a lack of PAT and GRADE data in the Spring of 2020. In this reflection of data, we recognize the need to improve *Comprehension* for our Division I students, and we recognize the need to improve *Vocabulary* for our Division II students.
- Turner Valley school **attendance data** is strong overall, though additional support (FSLC & YDC) may be necessary for those students who have struggled to attend consistently this year due to challenges with COVID-19.
- *Citizenship* is the area for all groups that requires the most need for improvement; our *Education Quality* shows as the strongest by teachers & parents while exceeding the Provincial data in 16 out of 19 areas in total (**AERR**).

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

At Turner Valley School, a highly engaged parent council offers tremendous support for our staff and students. This group informs decision making at the school level, and offer welcomed input into the direction of the 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</p> | <p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> | <ul style="list-style-type: none"> Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School. |

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| 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. | <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">● Stakeholder engagement informed decision making and education plans. |
| <div><div>Strategies</div><div>Strategies are actions taken to achieve goals and desired outcomes.</div><ul style="list-style-type: none">● Student Engagement - Student Matters Committee, Grade 6 Leadership team, participation in activities that support school culture and theme.● Staff Engagement - Professional Development Survey, Embedded PLT time, IPGP Conversations, Shared Leadership team, Lead teams, participation in activities that support school culture and theme.● Parent Engagement - Highly involved school council, newsletters, FSD presentations and engagement opportunities through parent council, participation in activities that support school culture and theme.● Community Engagement - Parent/community volunteers to support learning, participation in activities that support school culture and theme. Surveys to seek feedback on how we are doing in areas that are reported in AERR;<ul style="list-style-type: none">- Citizenship- Work Preparation- Lifelong Learning- Program of Studies- Parental Involvement- Education Quality- Safe and Caring</div> | | <div><div>Measures and Targets</div><div>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</div><div>Provincial<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.</div><div>Local<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)</div></div> |

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| <div>- School Improvement</div> <div><div>● Communications</div> - Website upgrade, weekly newsletters, social media presence (Twitter, Instagram).</div> | | |
| <div><div>Goal</div><div>Desired Result</div><div>Advance evidence-based continuous improvement and assurance.</div><div>Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</div></div> | <div><div>Outcomes</div><div>Measurable statements of what FSD seeks to achieve.</div><div>Assurance has been achieved through:<div><div>● Building relationships.</div><div>● Engaging with education partners and stakeholders.</div><div>● Creating and sustaining a culture of continuous improvement and collective responsibility.</div></div></div></div> | <div><div>Indicators</div><div>Indicators of achieving outcomes.</div><div><div>● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</div><div>● 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.</div><div>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.</div><div>● 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.</div></div></div> |
| <div><div>Strategies</div><div>Strategies are actions taken to achieve goals and desired outcomes.</div><div><div>● We have developed a Shared Leadership team that has a meaningful voice in the direction of the school (e.g.- on-going staff professional development). This group also looks at school data to prioritize assurance measures at Turner Valley School.</div></div></div> | <div><div>Measures and Targets</div><div>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</div><div><div>Provincial</div></div></div> | |

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| <ul style="list-style-type: none"> ● We will engage FSD lead team members and directors to present at School Council meetings to inform parents of their portfolios. ● We will listen carefully to our students' voices via the Student Matters committee in order to improve learning outcomes for students. ● We will ask staff Lead teams to present during School PD days to support collaboration and collegiality that aligns itself with Divisional goals. | <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) |
| <p style="text-align: center;">Assurance Links for ENGAGEMENT</p> | |
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Support

for each learner

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

At Turner Valley School, we have taken positive steps to ensure that each learner has a safe and welcoming environment. This has included significant changes to our physical spaces in the building as well as a focus on building staff capacity to address our students' social-emotional needs. We have created a Calming Room for students and repurposed other spaces to ensure that effective break-out spaces are in place for students to receive support. In addition, we have implemented the PATHS curriculum to more effectively teach the health curriculum and better support our struggling learners. Moving forward, our journey will continue to build staff capacity around trauma-informed practice and effectively utilizing our support staff to improve student wellness outcomes.





| 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 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. | <ul style="list-style-type: none"> • Improved wellness and wellbeing in students and staff . |

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| | <ul style="list-style-type: none">● 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> <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">● All students and staff demonstrate understanding and respect for the uniqueness of all learners.● All learning environments are welcoming, caring, respectful and safe.● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.● Improved understanding of an inclusive education system is shared by all education partners.● Improved collaboration with education partners to support learning.● Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.● Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities. |
| <p style="text-align: center;">Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes</i></p> <ul style="list-style-type: none">● We will advance our use of our unique physical spaces (e.g.- calming room, movement room) to ensure that student social-emotional needs are addressed.● We will continue to build staff capacity to ensure they are able to support student social and emotional needs (e.g.- professional development in this area, use of Minds Matter team to offer training and resources). | <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 percentage of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. <p>Local</p> | |

| <ul style="list-style-type: none">● We will target staff wellness and well-being through PD initiatives and focused conversations using Thought Books for the 2021-22 school year.● We will have a continuation of the PATHS Program through the Minds Matter team to address the Social Emotional Learning outcomes (SEL). | <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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| Goal <i>Desired Result</i> | Outcomes <i>Measurable statements of what FSD seeks to achieve.</i> | Indicators <i>Indicators of achieving outcomes.</i> |
| Advance our Continuum of Supports Continue to develop and advance our continuum of support. | <p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p> | <p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none">● 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. |

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| <p style="text-align: center;">Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes.</i></p> <ul style="list-style-type: none"> ● We will leverage our support staff (FSLC, YDC, Wellness Coach) to ensure that we proactively support targeted students with social-emotional learning needs. ● We will improve our collaborative structures to ensure effective communication exists which will better support student needs. This includes ensuring a common language that is visible for all stakeholders including the focus on <i>Citizenship</i> qualities. ● Staff will build a visible continuum of supports that identifies universal, targeted and individualized support opportunities for students. This will be posted in all classrooms and shared with all stakeholders. | <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"> ● 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. ● 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 | |
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Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

Our staff at Turner Valley School will engage in work that involves the following LEAD Teams: Literacy, Numeracy, Foundational First Nations, Metis and Inuit Knowledge, Student Wellness, Innovation & Design and Kindergarten. Their focus is to improve their professional practice in design, instruction and assessment through professional learning and reflective practice. The story of our intended success this year will be to support the wellness of all stakeholders along with increasing our collective knowledge of 'Learning for Transfer'.





Goal 1

Desired Result

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.

Outcomes

Measurable statements of what FSD seeks to achieve.

“Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.”

Indicators

Indicators of achieving outcomes.

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.

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| | | AB ED Ministerial Order on Student Learning, p. 2 Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. | |
| <p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> Professional Development collaboration by our Lead team who focus on the Innovation and Design Framework. Cross grade sharing around CTF (grades 5-6) and Maker centered learning (K-6). Use of the ePortfolio tool, MyBlueprint, with every student K-6 at Turner Valley School. Weekly challenges and tasks for students directed by our Specialist and Learning Commons Facilitator that connect with our school theme. Collaboration with teachers and our specialist, to provide students challenges to experience relevant and meaningful hands-on learning opportunities. Embedded PLC time every week so that staff can design learning challenges and launches for students. | | <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 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) | |
| Goal 2 <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 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>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> | <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. |
| <p>Strategies</p> <p><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none">● Teachers design lessons and assessments that ensure attention to the 3 Principles:<ul style="list-style-type: none">- Students form conceptual understanding.- Students are agents of their own learning.- Students are allowed to live with complex problems over time. | <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> <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. | |

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| <ul style="list-style-type: none">Teachers design lessons and assessments that awaken areas of interest and passion from students; by doing so, students will learn how to self-monitor, and make meaningful connections that allows for a deeper understanding and learning for transfer. | Local <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) | |
| <p>Goal 3 <i>Desired Result</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 understanding and acceptance of Indigenous cultures for all students, staff, and community.</p> | <p>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>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. |



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| <div>Strategies</div> <div>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</div> <div><ul style="list-style-type: none">Teachers will design learning launches to increase understanding of Indigenous cultures for all students, staff, and community.Through the work of our Lead team specialists and staff, we will collaborate as a community to understand Truth and Reconciliation through the lens of empathy.Our school theme will ensure that students develop an understanding of and respect for the histories, contributions and perspectives of Indigenous peoples in Alberta and Canada.</div> | | <div>Measures and Targets</div> <div>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</div> <div>Provincial<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.</div> <div>Local<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)</div> | |
| <div>Goal 4</div> <div>Desired Result</div> <div>Advance literacy and numeracy</div> <div>Advance literacy and numeracy development for each learner across all subjects and grades for</div> | <div>Outcomes</div> <div>Measurable statements of what FSD seeks to achieve.</div> <div>Learners are literate and numerate</div> | <div>Indicators</div> <div>Indicators of achieving outcomes.</div> <div><ul style="list-style-type: none">Improvement in students’ ability to understand learning outcomes,</div> | |


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| <p>improved student growth, achievement and success.</p> | <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p> | <p>demonstrated by strengths in literacy and numeracy, across all subjects and grades.</p> <ul style="list-style-type: none"> ● 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 |
| <p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <ul style="list-style-type: none"> ● Collaborative structures within PLC’s (same grade and cross-grade) to plan universal and classroom based assessments around literacy and numeracy. ● Design learner centered assessments that align with curricular outcomes and levels of student understanding. ● TRIP (Targeted Reading Intervention Program) to meet the needs of all learners. ● MaRTI (Math Response to Intervention) to meet the needs of all learners. | | <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. <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 |


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| | | <p>Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</p> <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) |
| <p>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>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>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. |
| <p>Strategies <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> | | <p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> |

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| <ul style="list-style-type: none">● On-going and intentional reflection of data to highlight areas for growth but also areas for celebration.● Ensuring a culture of high expectations combined with relentless support.● Prioritizing areas in our AERR data in order to maintain excellence in teaching and learning as well as ensuring a community that is welcoming, caring, respectful, safe and inclusive:<ul style="list-style-type: none">- Citizenship- Safe and Caring | <p>Provincial</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) |
| Assurance Links for SUCCESS | |
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To Achieve our Education Plan we focus on Engagement, Support and Success for each learner

| <p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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.</p> | <p>Our Commitments for Optimum Student Learning</p>  | <p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p> |
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| Engagement | Support | Success |
| Local and Societal Context | Learning Supports | Student Growth and Achievement |
| <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p> | <p>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.</p> | <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p> |
| Governance |  | Teaching and Leading |
| <p>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.</p> | | <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p> |

| Engagement | | Support | | Success | |
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| 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 | | | |

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| <p>Goal 2 Advance evidence-based continuous improvement and assurance</p> | <p>Strategic Plan Continuous Improvement and Assurance</p> |  | <p>Goal 5 Advance excellence in teaching, learning and leading</p> | <p>Strategic Plan Excellence in teaching, learning and leading</p> |
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