

# EDUCATION PLAN

*2024-2025*



Submitted  
*31 May 2024*

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# ACCOUNTABILITY STATEMENT

The Accountability Statement, signed by the **Principal** and **Board Chair**, is the organization's commitment to implement the plan and achieve the outcomes and targets, stated as follows:



## Pathway to Excellence: Empowering Our Commitment

The Education Plan for Maplewood Canadian International School (MCIS) commencing the 2024-2025 school year was prepared under the direction of the Board/ Board of Directors in accordance with the responsibilities under the **Education Act** and the **Fiscal Planning and Transparency Act**.

This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

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# ACCOUNTABILITY STATEMENT



THE CEO APPROVED THE 2024-2025 EDUCATION PLAN FOR SUBMISSION ON 25 MAY 2024, UNDER THE SIGNATURE OF THE SCHOOL PRINCIPAL AND ON BEHALF OF THE BOARD.

Dr. Terry Burwell

*Dr. Terry Burwell*

30-05-24

School Principal

Signature

Date

Mr. Marco Shenouda

30-05-24

Board Chair

Signature

Date



# MESSAGE FROM BOARD OF TRUSTEES

As a Board of Trustees, we are committed to providing the highest quality of education and learning experience for our students. We understand that school improvement is an ongoing process, and we are continuously working to identify areas of strength and areas that require improvement.

We are pleased to share our school improvement education plan, which outlines our goals and strategies for the upcoming academic year. We believe that this plan will guide us toward achieving our mission of providing a rigorous, engaging, and inclusive learning environment that prepares our students for success in a rapidly changing global society. We value your feedback and support in this important endeavour, and we look forward to working together to ensure the best possible education for our students.

**Mr. Marco Shenouda**  
**Board Chair**

## MESSAGE FROM SCHOOL PRINCIPAL

As the principal of our school, I am committed to providing an exceptional educational experience for our students. I am proud of the accomplishments we have made as a school community, notably our recent announcement of achieving a "Good" ADEK rating, and I am excited about the opportunities that lie ahead of us. Our Education Plan outlines our goals and strategies for the upcoming academic year, which include improving student growth and achievement, enhancing our teaching and leading abilities, and ensuring that our school is a safe, caring, and welcoming environment for all. I invite you to join us in this journey, as we work together to ensure that our students receive the best possible education that prepares them for success in their future endeavours. Thank you for your continued support and commitment to our school.

**Dr. Terry Burwell**  
**School Principal**



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# OUR VISION

To be a high-performing private school with student academic, social-emotional and physical development as its core focus.

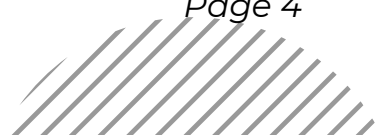
# OUR MISSION

Students graduating as engaged thinkers and creative innovators with ethical, global perspectives, well-prepared for the opportunities and challenges of our changing world.



### School Purpose

To ensure students graduate as engaged thinkers and creative innovators with ethical, global perspectives, well prepared for the opportunities and challenges of our changing world.



# SCHOOL PROFILE



# MCIS

Maplewood Canadian International School is located in Mohammed Bin Zayed City, Abu Dhabi, United Arab Emirates. We are one of three Canadian schools in the United Arab Emirates. MCIS holds a Tier 3 Accreditation as an Alberta Accredited International School. The school also meets the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK) and has a most recent ADEK Rating of “Good”.

## MCIS: Where Learning Thrives and Family Flourishes!

MCIS opened in 2014 with 59 students from Kindergarten to Grade 6. The school saw significant growth in the following years as the population rose to over 600 students in 2018. Unfortunately, due to the COVID-19 pandemic and the financial impact resulting from the compounding global economic downturn, the school population saw a decrease in students. As of the date of this report, MCIS' student population is 385 students.

### Core Values

- Teamwork
- Integrity & Honesty
- Transparency
- Respect
- Accountability
- Care & Compassion





# STUDENT DEMOGRAPHICS

In order to contextualize this report, it is important to understand the demographics of the students enrolled at Maplewood Canadian International School. MCIS is multicultural, multinational, and multilingual with students coming from more than 30 different countries. The geographical map at right indicates the countries in which our students come from with neon green indicating the most number of students, dark green indicating slightly less number of students, and light green indicating few number of students.

## Unlocking Potential: Discovering Our School's Unique Identity and Promise

Approximately 20% of our students hold Canadian passports, which may or may not indicate that the student has lived in Canada.

Approximately 13% of our students are UAE Nationals.

39% of our students are female and 61% are male.

93% of our students identify as English Language Learners.

Country	Percentage
Canada	19.1%
UAE	13.8%
Egypt	10.9%
Pakistan	7.9%
Jordan	6.9%
India	5.6%
Palestine	4.3%
Other	31.6%



# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY FROM FALL 2023

Government

## Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1991 Maplewood Canadian International School LLC

Assurance Domain	Measure	Maplewood Canadian Internation			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	86.6	86.2	86.2	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	91.1	83.1	76.9	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	53.5	56.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	3.5	8.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	71.5	44.4	n/a	80.3	75.2	n/a	Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	26.0	2.8	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.4	91.9	87.7	88.1	89.0	89.7	Very High	Improved Significantly	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.6	87.0	87.0	84.7	86.1	86.1	n/a	Improved	n/a
	<a href="#">Access to Supports and Services</a>	84.5	82.4	82.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	77.5	81.8	78.9	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

### Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



# REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY FROM FALL 2023

## Required Alberta Education Assurance Measures - Overall Summary



Source Data Reference

Fall 2023

School: 1991 Maplewood Canadian International School LLC

Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

The Alberta Education Assurance Measure Results can be viewed in their entirety [here](#).

Click [here](#) for more information on the Alberta Education Assurance Framework.



# SECTIONS

Section 1: Student Growth & Achievement

Section 2: Teaching & Leading

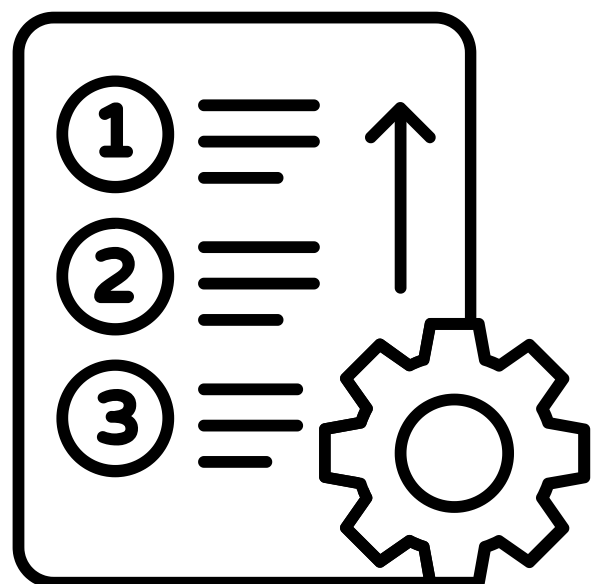
Section 3: Learning Supports

Section 4: Governance

Section 5: Local & Societal Contexts

Each section of the Education Plan will list 3 priorities that the school has set to raise achievement within that section.

Corresponding outcomes, measures, strategies, the responsible Individual/team and the review dates.



# SUMMARY OF ALL PRIORITIES

## 1. Student Growth & Achievement

- a. Priority 1: Students Excel: Majority Exceed Standards in Exams
- b. Priority 2: Students Excel: Majority Surpass Curriculum Standards
- c. Priority 3: Empowered Students: Innovative, Collaborative, and Tech-Savvy Learners

## 2. Teaching & Leading

- a. Priority 1: Benchmarked Academic Outcomes
- b. Priority 2: Analyzing Assessment Data
- c. Priority 3: Developing Critical Thinking and Problem-Solving Skills

## 3. Learning Supports

- a. Priority 1: Caring for the School and the Environment
- b. Priority 2: Inclusive and Welcoming Learning Environment
- c. Priority 3: Wellbeing and Personal Development

## 4. Governance

- a. Priority 1: Systematic and Very Effective Monitoring of Teaching and Learning
- b. Priority 2: Implementation of Recommendations and Sustained Improvements
- c. Priority 3: Effective Parental Engagement and Partnership

## 5. Local & Societal Contexts

- a. Priority 1: Fostering First Nations, Metis, and Inuit Values alongside My Identity
- b. Priority 2: Addressing the Learning Needs of English Language Learners (ELLs)
- c. Priority 3: Promoting Cultural Appreciation for Global Citizenship



## Enriching Education: Introducing Our Dynamic School Improvement Plan

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# SECTION 1: STUDENT GROWTH & ACHIEVEMENT



# INTRODUCTION

The "Student Growth and Achievement" section of our Education Plan focuses on three key priorities that will guide our efforts toward achieving these objectives.



## Unleashing Potential: Empowering Students to Soar to New Heights!

**Priority 1: Students Excel:  
Majority Exceed  
Standards in Exams**

**Priority 2: Students Excel:  
Majority Surpass  
Curriculum Standards**

**Priority 3: Empowered Students: Innovative,  
Collaborative, and Tech-Savvy Learners**

Each section of the Education Plan will list 3 priorities that the school has set to raise achievement within that section. Corresponding outcomes, measures, strategies, the responsible Individual/team and the review dates.



# **PRIORITY 1: SGA1 IN EXTERNAL EXAMINATIONS, A LARGE MAJORITY (61 - 74%) OF STUDENTS ATTAIN LEVELS THAT ARE ABOVE NATIONAL AND INTERNATIONAL STANDARDS.**

## **Outcomes:**

1. Increase the percentage of students attaining levels above national and international standards in external examinations by 10% over the next academic year.
2. Improve students' knowledge, skills, and strategies necessary to excel in external examinations.

## **Measures:**

1. Percentage of students attaining levels above national and international standards in key external examinations (e.g., provincial exams, internal and external standardized tests, international assessments, etc).
2. Comparison of school's average scores to national and international benchmarks.
3. Student performance in practice exams and mock assessments.

Strategies	Lead Person or Team	Review Dates
<b>Rigor (R):</b> <ul style="list-style-type: none"> <li>• S2R.1 Enhance the rigor of instruction by incorporating higher-order thinking skills, complex problem-solving tasks, and real-world applications.</li> </ul>	Head Teachers Data & Assessment Coordinator Vice Principal	Sept. '24 Dec. '24 Feb. '25 May '25





# PRIORITY 1: SGA1 IN EXTERNAL EXAMINATIONS, A LARGE MAJORITY (61 - 74%) OF STUDENTS ATTAIN LEVELS THAT ARE ABOVE NATIONAL AND INTERNATIONAL STANDARDS.

Strategies	Lead Person or Team	Review Dates
<p><b>Assessment and Test Preparation (ATP):</b></p> <ul style="list-style-type: none"> <li>SGA1ATP.1 Familiarize students with the format and expectations of external examinations through practice exams, mock tests, and sample questions from past exams, Solaro, Exam Bank, etc..</li> <li>SGA1ATP.2 Provide targeted instruction on test-taking strategies, time management, and effective study techniques to optimize students' performance through the school's already established Advisory Program.</li> </ul>		
<p><b>Data Analysis (DA)</b></p> <ul style="list-style-type: none"> <li>SGA1DA.1 Analyze student performance data from previous external examinations to identify areas of strength and weakness.</li> </ul>	Head Teachers	Sept '24
<p><b>Professional Development (PD):</b></p> <ul style="list-style-type: none"> <li>SGA1PD.1 Offer professional development opportunities for teachers to enhance their understanding of external examination requirements, assessment strategies, and content-specific pedagogical approaches.</li> <li>SGA1PD.2 Facilitate collaborative sessions among teachers to share best practices, resources, and effective instructional strategies for exam preparation.</li> </ul>	Data & Assessment Coordinator  Vice Principal	Dec. '24  Feb. '25  May '25
<p><b>Enrichment and Extension Opportunities (EEO):</b></p> <ul style="list-style-type: none"> <li>SGA1EEO.1 Provide enrichment programs, workshops, or extracurricular activities that deepen students' understanding of key exam subjects and foster critical thinking skills.</li> <li>SGA1EEO.2 Regularly offers extension tasks and projects that challenge high-achieving students to explore advanced concepts and go beyond the scope of the regular curriculum.</li> </ul>		

# **PRIORITY 2: SGA2 IN LESSONS AND IN THEIR RECENT WORK, A LARGE MAJORITY (61 - 74%) OF STUDENTS DEMONSTRATE LEVELS OF KNOWLEDGE, SKILLS, AND UNDERSTANDING THAT ARE ABOVE CURRICULUM STANDARDS.**

## **Outcomes:**

1. Increase the percentage of students demonstrating levels of knowledge, skills, and understanding above curriculum standards in lessons and recent work by 10% over the next academic year.
2. Foster deeper conceptual understanding, critical thinking, and application of knowledge among students across subject areas.

## **Measures:**

1. Percentage of students demonstrating levels of knowledge, skills, and understanding above curriculum standards in classwork, assessments, and projects.
2. Analysis of student work samples, projects, or portfolios showcasing advanced understanding and application of concepts.
3. Teacher observations and feedback on students' depth of understanding and critical thinking skills

Strategies	Lead Person or Team	Review Dates
<p>Differentiated Instruction (DI):</p> <ul style="list-style-type: none"> <li>• SGA2DI.1 Provide challenging and enriched learning opportunities that go beyond the scope of the standard curriculum to cater to students' diverse interests and strengths.</li> <li>• SGA2DI.1 Offer tiered assignments, independent projects, or research-based tasks that require higher-order thinking and problem-solving skills.</li> </ul>	<p>Head Teachers Professional Development (PD) Coordinator Principal Student Services Coordinator</p>	<p>Oct.. '24 Jan. '25 Apr. '25</p>



# PRIORITY 2: SGA2 IN LESSONS AND IN THEIR RECENT WORK, A LARGE MAJORITY (61 - 74%) OF STUDENTS DEMONSTRATE LEVELS OF KNOWLEDGE, SKILLS, AND UNDERSTANDING THAT ARE ABOVE CURRICULUM STANDARDS.

Strategies	Lead Person or Team	Review Dates
<p><b>Inquiry-Based Learning (IQL):</b></p> <ul style="list-style-type: none"> <li>• SGA2IQL.1 Foster a culture of inquiry and exploration, encouraging students to ask questions, investigate topics, and apply their learning to real-world scenarios.</li> <li>• S3IQL.2 Provide opportunities for student-led investigations, problem-solving tasks, and open-ended projects that promote independent thinking and deeper understanding.</li> </ul>		
<p><b>Professional Learning Communities (PLC):</b></p> <ul style="list-style-type: none"> <li>• SGA2PLC.1 Facilitate regular collaboration and sharing of best practices among teachers to identify effective instructional strategies for promoting advanced understanding.</li> <li>• SGA2PLC.2 Facilitate regular discussions of professional development opportunities focused on pedagogical approaches that foster critical thinking, depth of knowledge, and student engagement.</li> </ul>	<p>Head Teachers</p> <p>Professional Development (PD) Coordinator</p> <p>Principal</p>	<p>Oct. '24</p> <p>Jan. '25</p>
<p><b>Authentic Assessments (AA):</b></p> <ul style="list-style-type: none"> <li>• SGA2AA.1 Implement performance-based assessments, projects, or presentations that require students to apply their knowledge and skills in authentic contexts.</li> <li>• SGA2AA.2 Encourage students to engage in self-reflection and peer feedback to deepen their understanding and identify areas for improvement.</li> </ul>	<p>Student Services Coordinator</p>	<p>Apr. '25</p>
<p><b>Real-World Applications (RWA):</b></p> <ul style="list-style-type: none"> <li>• SGA2RWA.1 Establish connections between the curriculum and real-world contexts, helping students see the relevance and applicability of their learning.</li> <li>• SGA2RWA.2 Engage guest speakers, field trips, or community partnerships to provide authentic experiences that extend students' understanding and encourage advanced thinking.</li> </ul>		

# **PRIORITY 3: SGA3 STUDENTS ARE INNOVATIVE, THINK CRITICALLY, COLLABORATE PURPOSEFULLY, AND APPLY THEIR LEARNING. THEY USE INQUIRY STRATEGIES AND LEARNING TECHNOLOGIES EFFECTIVELY.**

## **Outcomes:**

1. Increase the percentage of students demonstrating innovation, critical thinking, purposeful collaboration, and effective use of inquiry strategies and learning technologies by 10% over the next academic year.
2. Promote the application of learning in real-world contexts and encourage students to become active learners and problem-solvers.

## **Measures:**

1. Teacher observations and reflections on students' demonstration of innovative thinking, critical analysis, purposeful collaboration, and effective use of inquiry strategies and learning technologies.
2. Student self-assessment and reflection on their ability to apply learning, think critically, collaborate effectively, and use inquiry strategies and learning technologies.

Strategies	Lead Person or Team	Review Dates
<b>Inquiry-Based Learning:</b> <ul style="list-style-type: none"> <li>• SGA3IQL.1 Promote inquiry-based approaches that encourage students to ask questions, explore topics, and investigate real-world problems.</li> <li>• SGA3IQL.2 Provide opportunities for students to design and conduct investigations, analyze data, and draw evidence-based conclusions.</li> </ul>	Head Teachers (PD) Coordinator Vice Principal Social Worker	Sept. '24 Feb.. '25 May '25
<b>Real-World Applications (RWA):</b> <ul style="list-style-type: none"> <li>• SGA3RWA.2 Provide opportunities for students to apply their learning to authentic problems, projects, or community-based initiatives.</li> </ul>		



# PRIORITY 3: SGA3 STUDENTS ARE INNOVATIVE, THINK CRITICALLY, COLLABORATE PURPOSEFULLY, AND APPLY THEIR LEARNING. THEY USE INQUIRY STRATEGIES AND LEARNING TECHNOLOGIES EFFECTIVELY.

Strategies	Lead Person or Team	Review Dates
<p><b>Critical Thinking Skills (CTS):</b></p> <ul style="list-style-type: none"> <li>• SGA3CTS.1 Integrate activities and projects that foster critical thinking, problem-solving, and decision-making skills.</li> <li>• SGA3CTS.2 Teach explicit critical thinking strategies and provide opportunities for students to analyze information, evaluate evidence, and generate innovative solutions.</li> </ul>		
<p><b>Collaborative Learning (CL):</b></p> <ul style="list-style-type: none"> <li>• SGA3CL.1 Facilitate purposeful collaboration by structuring cooperative learning experiences and group projects.</li> <li>• SGA3CL.2 Teach students effective communication, active listening, and teamwork skills to enhance their ability to collaborate productively.</li> </ul>	<p>Head Teachers</p>	
<p><b>Innovative Thinking (IT):</b></p> <ul style="list-style-type: none"> <li>• SGA3IT.1 Encourage students to think creatively, take risks, and explore alternative solutions to problems.</li> <li>• SGA3IT.2 Provide open-ended tasks and creative challenges that require students to generate and evaluate innovative ideas.</li> </ul>	<p>Professional Development (PD) Coordinator</p> <p>Principal</p> <p>Student Services Coordinator</p>	<p>Oct. '24</p> <p>Jan. '25</p> <p>Apr. '25</p>
<p><b>Professional Development (PD):</b></p> <ul style="list-style-type: none"> <li>• SGA3PD.1 Offer professional development opportunities for teachers to enhance their knowledge and strategies in promoting innovative thinking, critical analysis, purposeful collaboration, and the effective use of inquiry strategies and learning technologies.</li> <li>• SGA3PD.2 Provide training on pedagogical approaches, instructional strategies, and the integration of technology tools to support student learning.</li> </ul>		

# SECTION 2: TEACHING & LEADING



# INTRODUCTION

The "Teaching & Leading" section of our Education Plan focuses on empowering our educators and leaders to apply their knowledge and abilities effectively.



## **Empowering Educators, Elevating Excellence: Enhancing Student Outcomes through Effective Teaching and Leadership**

**Priority 1: Benchmarked Academic Outcomes**

**Priority 2: Analyzing Assessment Data**

**Priority 3: Developing Critical Thinking and Problem-Solving Skills**



# PRIORITY 1:

## TL1 THE SCHOOL EFFECTIVELY BENCHMARKS STUDENTS' ACADEMIC OUTCOMES AGAINST APPROPRIATE EXTERNAL, NATIONAL, AND INTERNATIONAL EXPECTATIONS.

### Outcomes:

1. Establish a systematic process for benchmarking students' academic outcomes against appropriate external, national, and international expectations.
2. Ensure the school effectively utilizes benchmarking data to inform instructional practices and enhance students' academic performance.

### Measures:

1. Analysis of benchmarking data to assess students' academic outcomes in relation to external, national, and international expectations.
2. Evaluation of the effectiveness of the school's benchmarking process in informing instructional decision-making and improving student achievement.

Strategies	Lead Person or Team	Review Dates
<b>Identify Relevant External Standards (IRES):</b> <ul style="list-style-type: none"><li>• TL1IRES.1 Identify and align the school's curriculum standards with appropriate external benchmarks, such as national and international standards or frameworks.</li><li>• TL1IRES.2 Create benchmark assessments for those subjects and grade levels that do not have access to external benchmarking data.</li><li>• TL1IRES.3 Ensure that the selected benchmarks are valid, reliable, and relevant to the school's context and goals.</li></ul>	Data & Assessment Coordinator Head Teachers Principal	Sept. '24 Nov. '24 Feb. '25 Apr. '25
<b>Data Analysis (DA):</b> <ul style="list-style-type: none"><li>• TL1DA.1 Implement a systematic process for collecting and analyzing benchmarking data on students' academic outcomes.</li><li>• TL1DA.2 Utilize standardized assessments, external examinations, or other reliable measures to gather data for benchmarking purposes.</li></ul>	Coordinators	Jun. '25



# PRIORITY 1:

## TL1 THE SCHOOL EFFECTIVELY BENCHMARKS STUDENTS' ACADEMIC OUTCOMES AGAINST APPROPRIATE EXTERNAL, NATIONAL, AND INTERNATIONAL EXPECTATIONS.

Strategies	Lead Person or Team	Review Dates
<p><b>Data-Informed Instruction (DII):</b></p> <ul style="list-style-type: none"> <li>• TL1DII.1 Utilize benchmarking data to inform instructional decision-making and differentiate instruction based on students' identified needs.</li> <li>• TL1DII.2 Identify specific areas where students may require additional support or enrichment to meet or exceed external expectations.</li> </ul>		
<p><b>Professional Learning Communities (PLC):</b></p> <ul style="list-style-type: none"> <li>• TL1PLC.1 Foster collaboration among teachers and subject-area teams to analyze benchmarking data, share best practices, and develop strategies to improve academic outcomes.</li> <li>• TL1PLC.2 Provide professional development opportunities focused on understanding and interpreting benchmarking data effectively.</li> </ul>	<p>Data &amp; Assessment Coordinator</p> <p>Head Teachers</p> <p>Principal</p> <p>Coordinators</p>	<p>Sept. '24</p> <p>Nov. '24</p> <p>Feb. '25</p> <p>Apr. '25</p> <p>Jun. '25</p>
<p><b>Student Involvement (SI):</b></p> <ul style="list-style-type: none"> <li>• TL1SI.1 Involve students in the benchmarking process by setting individualized goals aligned with external expectations.</li> <li>• TL1SI.1 Support students in monitoring their progress, identifying areas for growth, and taking ownership of their academic development.</li> </ul>		



# PRIORITY 2:

## TL2 ASSESSMENT DATA ARE ANALYZED WELL. INFORMATION ABOUT STUDENTS' PROGRESS, AS INDIVIDUALS AND AS GROUPS, IS ACCURATE AND VERY DETAILED. IT IS MONITORED WELL.

### Outcomes:

1. Develop a robust system for analyzing assessment data accurately and in detail, providing insights into students' progress as individuals and as groups.
2. Ensure the effective monitoring of assessment data to inform instructional decision-making, track student progress, and drive targeted interventions.

### Measures:

1. Evaluation of the accuracy and detail of assessment data analysis processes within the school.
2. Analysis of the effectiveness of data monitoring practices in identifying individual and group progress, as well as areas requiring additional support or intervention.

Strategies	Lead Person or Team	Review Dates
<p><b>Data Analysis (DA):</b></p> <ul style="list-style-type: none"><li>• TL2DA.1 Implement a systematic approach to collect, organize, and store assessment data in a secure and accessible manner.</li><li>• TL2DA.2 Utilize technology tools or data management systems to streamline the data collection and organization process.</li><li>• TL2DA.3 Use various data analysis techniques, including quantitative and qualitative methods, to gain insights into students' progress and learning patterns.</li><li>• TL2DA.4 Analyze both summative and formative assessment data to capture a comprehensive understanding of students' academic growth.</li></ul>	<p>Data &amp; Assessment Coordinator</p> <p>Head Teachers</p> <p>Vice Principal</p>	<p>Sept. '24</p> <p>Feb. '25</p> <p>May '25</p>
<p><b>Data-Informed Instruction (DII):</b></p> <ul style="list-style-type: none"><li>• TL2DII.1 Utilize assessment data to inform instructional decision-making, including curriculum adjustments, instructional strategies, and differentiation techniques.</li><li>• TL2DII.2 Align data analysis findings with targeted interventions to address individual student needs and support overall academic improvement.</li></ul>		

# PRIORITY 2:

**TL2 ASSESSMENT DATA ARE ANALYZED WELL. INFORMATION ABOUT STUDENTS' PROGRESS, AS INDIVIDUALS AND AS GROUPS, IS ACCURATE AND VERY DETAILED. IT IS MONITORED WELL.**

Strategies	Lead Person or Team	Review Dates
<b>Professional Development (PD):</b> <ul style="list-style-type: none"><li>• TL2PD.1 Provide ongoing professional development opportunities to enhance teachers' skills in data analysis and interpretation.</li><li>• TL2PD.1 Offer training on effective data utilization, data-driven decision-making, and using assessment data to guide instructional practices.</li></ul>	Data & Assessment Coordinator	Sept. '24 Nov. '24
	Head Teachers	Feb. '25
	Principal	Apr. '25
	Coordinators	Jun. '25



# **PRIORITY 3: TL3 TEACHERS PURPOSEFULLY DEVELOP STUDENTS' CRITICAL THINKING, PROBLEM- SOLVING, INNOVATION, AND INDEPENDENT LEARNING SKILLS.**

## **Outcomes:**

1. Students demonstrate strong critical thinking skills, including the ability to analyze information, evaluate evidence, and make reasoned judgments.
2. Students exhibit effective problem-solving abilities, applying logical reasoning and creative approaches to address complex challenges.
3. Students display innovative thinking, generating original ideas and applying creativity to solve problems and explore new possibilities.
4. Students develop independent learning skills, taking ownership of their learning process, setting goals, and seeking resources and opportunities for self-directed growth.

## **Measures:**

1. Performance assessments and projects that require students to apply critical thinking, problem-solving, innovation, and independent learning skills.
2. Rubrics or checklists to evaluate the level of critical thinking, problem-solving, and innovative thinking demonstrated by students in various tasks or projects.
3. Student self-reflections and self-assessments to gauge their awareness and growth in terms of independent learning skills.

Strategies	Lead Person or Team	Review Dates
<b>Scaffolded Practice (SP):</b> <ul style="list-style-type: none"><li>• TL3SP.1 Provide scaffolded practice opportunities to gradually build students' critical thinking, problem-solving, and innovative thinking skills.</li><li>• TL3SP.2 Offer a range of activities, such as case studies, simulations, and hands-on projects, that challenge students to apply their skills in real-world contexts.</li></ul>	SENCO	Oct. '24
	Head Teachers	Jan. '25
	Vice Principal	Mar. '25
	PD Coordinator	Jun. '24



# PRIORITY 3: TL3 TEACHERS PURPOSEFULLY DEVELOP STUDENTS' CRITICAL THINKING, PROBLEM- SOLVING, INNOVATION, AND INDEPENDENT LEARNING SKILLS.

Strategies	Lead Person or Team	Review Dates
<p><b>Authentic Assessments (AA):</b></p> <ul style="list-style-type: none"> <li>• TL3AA.1 Design authentic tasks and projects that require students to analyze complex problems, evaluate evidence, and develop innovative solutions.</li> <li>• TL3AA.2 Provide opportunities for collaboration and interdisciplinary work to foster innovative thinking and problem-solving skills.</li> </ul>		
<p><b>Inquiry-Based Learning (IQL):</b></p> <ul style="list-style-type: none"> <li>• TL3IQL.1 Implement inquiry-based learning approaches that encourage students to ask questions, investigate topics, and develop their own conclusions.</li> <li>• TL3IQL.2 Foster curiosity and promote the exploration of multiple perspectives to enhance critical thinking and independent learning skills.</li> </ul>		
<p><b>Student Involvement (SI):</b></p> <ul style="list-style-type: none"> <li>• TL3SI.1 Foster a culture of independent learning by providing resources, guidance, and opportunities for students to pursue their interests and passions.</li> <li>• TL3SI.2 Encourage students to set personal learning goals, engage in self-directed research, and seek out additional learning opportunities beyond the classroom.</li> </ul>	<p>Head Teachers</p> <p>Professional Development (PD) Coordinator</p> <p>Principal</p>	<p>Oct.. '24</p> <p>Jan.. '25</p> <p>Apr. '25</p>
<p><b>Peer Assessment and Collaboration (PAC):</b></p> <ul style="list-style-type: none"> <li>• TL3PAC.1 Foster a collaborative learning environment where students can engage in discussions, share ideas, and provide feedback to one another.</li> <li>• TL3PAC.2 Provide constructive feedback that encourages critical thinking, supports problem-solving efforts, and nurtures innovative thinking.</li> </ul>	<p>Student Services Coordinator</p>	
<p><b>Professional Development (PD):</b></p> <ul style="list-style-type: none"> <li>• TL3PD.1 Offer professional development opportunities for teachers to enhance their knowledge and instructional strategies related to critical thinking, problem-solving, innovation, and independent learning skills.</li> <li>• TL3PD.2 Provide time for teachers to collaborate and share best practices in fostering these skills across different subject areas.</li> </ul>		

# SECTION 3: LEARNING SUPPORTS



# INTRODUCTION

The "Learning Supports" section of our Education Plan focuses on utilizing resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized, and all students are welcome, cared for, respected, and safe.



## **Safeguarding Success: Empowering Students through Strong Learning Supports**

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**Priority 1: Caring for the School and the Environment**

**Priority 2: Inclusive and Welcoming Learning Environment**

**Priority 3: Wellbeing and Personal Development**

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# **PRIORITY 1:**

## **LS1 STUDENTS CARE FOR THEIR SCHOOL AND SEEK WAYS TO IMPROVE ITS ENVIRONMENT. THEY ARE ACTIVE IN SUPPORTING SCHEMES THAT CONTRIBUTE TO SUSTAINABILITY AND CONSERVATION LOCALLY AND IN THE WIDER ENVIRONMENT.**

### **Outcomes:**

1. Students demonstrate a sense of responsibility and actively care for their school environment.
2. Students engage in initiatives that contribute to sustainability and conservation, both locally and in the wider environment.
3. Students actively participate in support schemes aimed at improving the school environment and promoting sustainable practices.

### **Measures:**

1. Documentation of students' involvement in environmental initiatives, such as recycling programs, energy conservation projects, or school garden maintenance.
2. Surveys or questionnaires to assess students' awareness and understanding of environmental issues and their commitment to sustainable practices.
3. Reflection journals or portfolios showcasing students' contributions to the school environment and sustainability efforts.

Strategies	Lead Person or Team	Review Dates
<p><b>School Community Garden and Green Spaces (SCGGS):</b></p> <ul style="list-style-type: none"> <li>• LS1SCGGS.1 Develop and maintain a school garden or green spaces that serve as a learning environment and contribute to the overall aesthetics and sustainability of the school.</li> <li>• LS1SCGGS.2 Involve students in garden planning, planting, and maintenance, fostering a connection with nature and providing opportunities to learn about biodiversity and organic gardening practices.</li> </ul>	<p>Sustainability Coordinator</p> <p>Student Services Coordinator</p> <p>Social Worker</p>	<p>Nov. '24</p> <p>Feb. '25</p> <p>Jun. '25</p>





# PRIORITY 1:

## LS1 STUDENTS CARE FOR THEIR SCHOOL AND SEEK WAYS TO IMPROVE ITS ENVIRONMENT. THEY ARE ACTIVE IN SUPPORTING SCHEMES THAT CONTRIBUTE TO SUSTAINABILITY AND CONSERVATION LOCALLY AND IN THE WIDER ENVIRONMENT.

Strategies	Lead Person or Team	Review Dates
<p><b>Environmental Education (EE):</b></p> <ul style="list-style-type: none"> <li>• LS1EE.1 Embed environmental education into the curriculum, incorporating topics such as sustainability, conservation, and the importance of caring for the environment.</li> <li>• LS1EE.2 Provide opportunities for students to learn about local and global environmental issues, engage in hands-on activities, and explore solutions to promote sustainability.</li> <li>• LS1EE.3 Establish student-led environment committees or clubs that focus on improving the school environment and implementing sustainable practices.</li> <li>• LS1EE.4 Empower students to identify areas for improvement, plan initiatives, and collaborate with teachers and staff to bring about positive changes.</li> <li>• LS1EE.5 Implement waste reduction and recycling programs within the school, raising students' awareness about the importance of reducing waste and recycling materials.</li> <li>• LS1EE.6 Involve students in the design and implementation of recycling systems, ensuring clear signage and accessible recycling bins throughout the school.</li> </ul>	<p>Sustainability Coordinator</p> <p>Student Services Coordinator</p> <p>Social Worker</p> <p>Head Teachers</p> <p>Vice Principal</p>	<p>Nov. '24</p> <p>Feb. '25</p> <p>Jun. '25</p>
<p><b>Community Partnerships (CP):</b></p> <ul style="list-style-type: none"> <li>• LS1CP.1 Collaborate with local organizations, environmental groups, or government agencies to connect students with sustainability initiatives in the wider community.</li> <li>• LS1CP.1 Arrange field trips, guest speakers, or workshops that expose students to environmental conservation projects and provide opportunities for active involvement.</li> </ul>		



# PRIORITY 1: LS1 STUDENTS CARE FOR THEIR SCHOOL AND SEEK WAYS TO IMPROVE ITS ENVIRONMENT. THEY ARE ACTIVE IN SUPPORTING SCHEMES THAT CONTRIBUTE TO SUSTAINABILITY AND CONSERVATION LOCALLY AND IN THE WIDER ENVIRONMENT.

Strategies	Lead Person or Team	Review Dates
<p>Student Involvement (SI):</p> <ul style="list-style-type: none"> <li>• LSISI.1 Empower students to create awareness campaigns or initiatives to educate the school community about sustainability, conservation, and the importance of caring for the environment.</li> <li>• LSISI.2 Encourage the use of various communication channels, such as posters, newsletters, social media, or assemblies, to disseminate information and inspire action.</li> <li>• LSISI.3 Support students in initiating and leading sustainability projects that address specific environmental challenges within the school or wider community.</li> <li>• LSISI.4 Provide resources, guidance, and mentorship to help students plan, execute, and evaluate the impact of their projects.</li> </ul>	<p>Sustainability Coordinator</p> <p>Student Services Coordinator</p> <p>Social Worker</p> <p>Head Teachers</p> <p>Vice Principal</p>	<p>Nov. '24</p> <p>Feb. '25</p> <p>Jun. '24</p>



# PRIORITY 2:

**LS2 THE SCHOOL IS AN INCLUSIVE AND WELCOMING LEARNING ENVIRONMENT THAT CELEBRATES DIVERSITY AND PROMOTES CULTURAL UNDERSTANDING. THIS INVOLVES INCORPORATING FIRST NATIONS, INUIT, AND METIS PERSPECTIVES AND TRADITIONS INTO THE CURRICULUM, AS WELL AS PROMOTING GLOBAL CITIZENSHIP AND ACCEPTANCE OF ALL CULTURES AND CUSTOMS.**

## Outcomes:

1. The school curriculum incorporates First Nations, Inuit, and Métis perspectives, traditions, and knowledge systems across subject areas.
2. Students demonstrate cultural understanding, appreciation, and respect for diverse cultures and customs.
3. The school fosters a sense of belonging and inclusivity, promoting global citizenship and acceptance of all cultures.

## Measures:

1. Curriculum analysis and documentation to assess the integration of First Nations, Inuit, and Métis perspectives and traditions.
2. Student surveys or questionnaires to gauge their understanding, appreciation, and respect for diverse cultures.
3. Observations of classroom activities, events, and initiatives that promote cultural understanding and inclusivity.

Strategies	Lead Person or Team	Review Dates
<p>Integration of Indigenous Perspectives (IIP):</p> <ul style="list-style-type: none"><li>• LS2IIP.1 Infuse First Nations, Inuit, and Métis perspectives and traditions throughout the curriculum, aligning with the requirements of the Alberta Education Program of Studies.</li><li>• LS2IIP.2 Collaborate with Indigenous community members, Elders, and Knowledge Keepers to ensure accurate representation and authentic learning experiences.</li></ul>	<p>SENCO</p> <p>Social Worker</p> <p>Coordinators</p> <p>Vice Principal</p> <p>Head Teachers</p> <p>Cultural Committee</p> <p>Student Services Coordinator</p>	<p>Sept. '24</p> <p>Dec. '24</p> <p>Apr. '25</p>

# PRIORITY 2:

## LS2 THE SCHOOL IS AN INCLUSIVE AND WELCOMING LEARNING ENVIRONMENT THAT CELEBRATES DIVERSITY AND PROMOTES CULTURAL UNDERSTANDING. THIS INVOLVES INCORPORATING FIRST NATIONS, INUIT, AND METIS PERSPECTIVES AND TRADITIONS INTO THE CURRICULUM, AS WELL AS PROMOTING GLOBAL CITIZENSHIP AND ACCEPTANCE OF ALL CULTURES AND CUSTOMS.

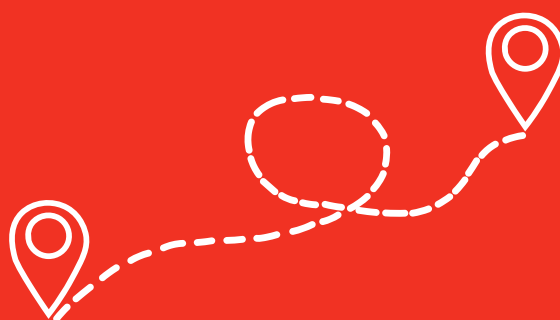
Strategies	Lead Person or Team	Review Dates
<p><b>Culturally Responsive Teaching (CRT):</b></p> <ul style="list-style-type: none"> <li>LS2CRT.1 Use culturally responsive teaching practices that value and incorporate students' diverse backgrounds, languages, and experiences.</li> <li>LS2CRT.2 Include culturally diverse literature, resources, and artifacts that reflect the experiences and contributions of different cultures.</li> </ul>	<p>SENCO Social Worker</p>	
<p><b>Professional Learning Communities (PLC):</b></p> <ul style="list-style-type: none"> <li>LS2PLC.1 Provide professional development opportunities for teachers to enhance their cultural competence, including workshops on Indigenous history, cultural protocols, and reconciliation.</li> <li>LS2PLC.2 Support ongoing learning and dialogue on anti-racist and anti-oppressive education practices.</li> </ul>	<p>Coordinators Vice Principal Head Teachers</p>	<p>Sept.' 24 Dec. '24 Apr. '25</p>
<p><b>School-wide Cultural Celebrations and Events (SCCE):</b></p> <ul style="list-style-type: none"> <li>LS2SCCE.1 Organize cultural celebrations and events that highlight and honor different cultures and customs, involving students, families, and community members.</li> <li>LS2SCCE.2 Collaborate with cultural organizations and community partners to provide authentic cultural experiences, such as guest speakers, performances, or workshops.</li> </ul>	<p>Cultural Committee Student Services Coordinator</p>	



# PRIORITY 2:

**LS2 THE SCHOOL IS AN INCLUSIVE AND WELCOMING LEARNING ENVIRONMENT THAT CELEBRATES DIVERSITY AND PROMOTES CULTURAL UNDERSTANDING. THIS INVOLVES INCORPORATING FIRST NATIONS, INUIT, AND METIS PERSPECTIVES AND TRADITIONS INTO THE CURRICULUM, AS WELL AS PROMOTING GLOBAL CITIZENSHIP AND ACCEPTANCE OF ALL CULTURES AND CUSTOMS.**

Strategies	Lead Person or Team	Review Dates
<p><b>Community Partnerships (CP):</b></p> <ul style="list-style-type: none"> <li>LS2CP.1 Establish partnerships with local First Nations, Inuit, and Métis communities, cultural organizations, and community groups to enhance cultural understanding and reciprocal learning.</li> <li>LS2CP.2 Invite community members to share their knowledge, stories, and traditions with students through workshops, presentations, or cultural exchange programs.</li> </ul>	<p>SENCO Social Worker Coordinators Vice Principal Head Teachers</p>	<p>Sept. '24 Dec. '24 Apr. '25</p>
<p><b>Resource and Library Materials (RLM):</b></p> <ul style="list-style-type: none"> <li>LS2RLM.1 Ensure the availability of diverse and culturally relevant resources, books, and materials that represent different cultures, including First Nations, Inuit, and Métis perspectives.</li> <li>LS2RLM.2 Regularly update and expand the school library and resource collections to reflect the multicultural and Indigenous diversity of the student population.</li> </ul>	<p>Cultural Committee Student Services Coordinator</p>	



# PRIORITY 3:

**LS3 THE WELLBEING AND PERSONAL DEVELOPMENT OF ALL STUDENTS ARE EFFICIENTLY MONITORED. THE INFORMATION IS USED TO PROVIDE VERY EFFECTIVE PERSONAL AND ACADEMIC GUIDANCE AND SUPPORT.**

## Outcomes:

1. Effective monitoring of student wellbeing and personal development.
2. Use of monitoring information to provide personalized and effective guidance and support to students.
3. Improvement in overall student wellbeing and personal growth.

## Measures:

1. Surveys or questionnaires to assess student wellbeing, social-emotional development, and personal satisfaction.
2. Attendance records and disciplinary incident data to monitor behavioural patterns and identify areas of concern.
3. Individualized support plans and progress monitoring to track the effectiveness of interventions.

Strategies	Lead Person or Team	Review Dates
<p>Student Wellbeing Initiatives (SWI):</p> <ul style="list-style-type: none"><li>• L11SWI.1 Develop and implement a comprehensive wellbeing assessment tool (Peekapak) to monitor various aspects of student wellbeing, including physical health, mental health, social relationships, and personal satisfaction.</li><li>• L11SWI.2 Regularly administer the assessment to students and use the data to identify areas of strength and areas requiring support.</li><li>• L11SWI.3 Provide individualized guidance and support to students based on their specific needs identified through wellbeing assessments and other data.</li><li>• L11SWI.4 Assign dedicated staff members, such as counselors or advisors, to work closely with students to address their academic and personal challenges and provide necessary resources.</li><li>• L11SWI.5 Embed social-emotional learning activities within the curriculum and provide professional development to teachers on implementing these programs effectively.</li></ul>	<p>Social Worker</p> <p>SENCO</p> <p>Coordinators</p> <p>PD Coordinator</p>	<p>Monthly</p>

# PRIORITY 3:

**LS3 THE WELLBEING AND PERSONAL DEVELOPMENT OF ALL STUDENTS ARE EFFICIENTLY MONITORED. THE INFORMATION IS USED TO PROVIDE VERY EFFECTIVE PERSONAL AND ACADEMIC GUIDANCE AND SUPPORT.**



Strategies	Lead Person or Team	Review Dates
<p><b>Parent and Family Involvement (PFI)</b></p> <ul style="list-style-type: none"> <li>L11PFI.1 Foster strong partnerships with parents and families to support student wellbeing and personal development.</li> <li>L11PFI.2 Communicate regularly with parents to share relevant information, provide resources, and involve them in decision-making processes.</li> </ul>	<p>Social Worker</p>	
<p><b>Professional Development (PD):</b></p> <ul style="list-style-type: none"> <li>L11PD.1 Provide professional development opportunities for staff to enhance their knowledge and skills in student wellbeing, mental health, and personal development.</li> <li>L11PD.2 Offer training on recognizing signs of distress, implementing effective support strategies, and maintaining confidentiality.</li> </ul>	<p>SENCO Coordinators PD Coordinator</p>	<p>Monthly</p>



# SECTION 4: GOVERNANCE





# INTRODUCTION

The "Governance" section of our Education Plan is dedicated to the processes that shape the strategic direction, establish policies, and manage fiscal resources within our educational institution.



## **Driving Success: Empowering Governance for Excellence and Partnership**

**Priority 1: Systematic and Very Effective  
Monitoring of Teaching and Learning**

**Priority 2: Implementation of  
Recommendations and Sustained  
Improvements**

**Priority 3: Effective Parental Engagement  
and Partnership**



# PRIORITY 1:

## G1 SYSTEMATIC AND VERY EFFECTIVE MONITORING ENSURES THAT THERE IS IN-DEPTH EVALUATION OF TEACHING AND LEARNING AND THEIR EFFECT ON STUDENTS' ACHIEVEMENT.

### Outcomes:

1. Implementation of a systematic monitoring process for teaching and learning.
2. In-depth evaluation of teaching practices and their impact on students' achievement.
3. Utilization of monitoring data to inform instructional improvements and enhance student learning outcomes.

### Measures:

1. Development and implementation of a monitoring framework or protocol.
2. Documentation of monitoring activities and evaluation findings.
3. Analysis of data collected during the monitoring process and its alignment with student achievement.



Strategies	Lead Person or Team	Review Dates
<b>Regular Classroom Observations (RCO):</b> <ul style="list-style-type: none"><li>• 1RCO.1 Conduct regular classroom observations by administrators and instructional leaders to assess teaching practices, student engagement, and the use of effective instructional strategies.</li><li>• 1RCO.2 Use observation rubrics or checklists aligned with instructional standards to provide structured feedback and identify areas for improvement.</li></ul>	Principal Vice Principal Head Teachers	Sept. 24 Feb. '25 May '25



# PRIORITY 1:

## G1 SYSTEMATIC AND VERY EFFECTIVE MONITORING ENSURES THAT THERE IS IN-DEPTH EVALUATION OF TEACHING AND LEARNING AND THEIR EFFECT ON STUDENTS' ACHIEVEMENT.

Strategies	Lead Person or Team	Review Dates
<p><b>Establish a Coherent SDP and EP (ECSE):</b></p> <ul style="list-style-type: none"> <li>G1ECSE.1 Develop a comprehensive school development plan that coincides with the education plan and can act as a monitoring framework or protocol that outlines the key areas to be monitored, evaluation methods, and indicators of effective teaching and learning.</li> <li>G1ECSE.2 Ensure the framework aligns with the school's vision, curriculum standards, and best practices in teaching and learning.</li> <li>G1ECSE.3 Develop action plans based on the findings from the monitoring process, setting goals and strategies for improving teaching and learning practices.</li> <li>G1ECSE.4 Support teachers in implementing action plans through ongoing coaching, resources, and professional learning opportunities.</li> </ul>	<p>Principal</p> <p>Vice Principal</p>	
<p><b>Data Analysis (DA):</b></p> <ul style="list-style-type: none"> <li>1DA.1 Implement a systematic data collection process to track student progress and achievement.</li> <li>1DA.2 Collect and analyze various types of data, such as formative and summative assessments, student work samples, and progress reports, to assess the impact of teaching on student learning outcomes.</li> <li>1DA.3 Administer surveys to students and teachers to gather feedback on teaching effectiveness, instructional strategies, and student engagement.</li> <li>1DA.4 Analyze survey results to identify strengths and areas for improvement in teaching and learning practices.</li> <li>1DA.5 Facilitate collaborative reflection sessions among teachers, instructional leaders, and administrators to discuss teaching practices, share insights, and provide feedback.</li> <li>1DA.6 Encourage teachers to engage in self-reflection and self-assessment to identify their own areas for growth.</li> </ul>	<p>Data &amp; Assessment Coordinator</p> <p>Head Teachers</p>	<p>Monthly</p>

# PRIORITY 2:

**G2 ALL RECOMMENDATIONS FROM THE PREVIOUS INSPECTION REPORT(S) HAVE BEEN IMPLEMENTED OR ARE IN THE PROCESS OF IMPLEMENTATION. THE SCHOOL HAS SHOWN SUSTAINED IMPROVEMENTS OVER TIME IN ALL KEY AREAS.**

## Outcomes:

1. Implementation of all recommendations from previous inspection reports.
2. Sustained improvements demonstrated over time in all key areas identified in the inspection reports.

## Measures:

1. Documentation of implemented recommendations from previous inspection reports.
2. Evidence of sustained improvements in key areas through data, reports, and evaluations.

Strategies	Lead Person or Team	Review Dates
<p><b>Review and Analysis of Inspection Reports (RAIR):</b></p> <ul style="list-style-type: none"><li>• G2RAIR.1 Thoroughly review and analyze previous inspection reports to identify the recommendations provided by the inspection team.</li><li>• G2RAIR.2 Understand the key areas for improvement and prioritize them based on their impact on student achievement and overall school effectiveness.</li></ul>	<p>Principal</p> <p>Vice Principal</p> <p>Head Teachers</p>	<p>Monthly</p>



# PRIORITY 2:

**G2 ALL RECOMMENDATIONS FROM THE PREVIOUS INSPECTION REPORT(S) HAVE BEEN IMPLEMENTED OR ARE IN THE PROCESS OF IMPLEMENTATION. THE SCHOOL HAS SHOWN SUSTAINED IMPROVEMENTS OVER TIME IN ALL KEY AREAS.**

Strategies	Lead Person or Team	Review Dates
<p><b>Establish a Coherent SDP and EP (ECSE):</b></p> <ul style="list-style-type: none"> <li>• G2ECSE.1 Develop action plans that outline specific strategies, timelines, and responsibilities for implementing the recommendations from the inspection reports.</li> <li>• G2ECSE.2 Assign dedicated staff or committees to oversee the implementation process and ensure progress is made in each identified area.</li> <li>• G2ECSE.3 Establish a monitoring system to track the progress of implementing the recommendations.</li> <li>• G2ECSE.4 Regularly review and evaluate the implementation status of each recommendation, documenting the progress made and identifying any challenges or adjustments required.</li> <li>• G2ECSE.5 Foster a culture of continuous improvement by regularly reviewing the effectiveness of implemented recommendations.</li> <li>• G2ECSE.6 Seek feedback from stakeholders, including staff, students, parents, and external partners, to gain insights and identify areas for further improvement.</li> </ul>	<p>Principal Vice Principal Head Teachers</p>	<p>Monthly</p>
<p><b>Professional Development (PD):</b></p> <ul style="list-style-type: none"> <li>• G2PD.1 Provide targeted professional development opportunities for staff to build the knowledge and skills required to address the recommendations effectively.</li> <li>• G2PD.2 Offer training sessions, workshops, and coaching to enhance staff's capacity in the identified areas for improvement.</li> </ul>		



# PRIORITY 3:

**G3 THE SCHOOL IS SUCCESSFUL IN EFFECTIVELY ENGAGING PARENTS AS PARTNERS IN THEIR CHILDREN'S LEARNING AND IN SCHOOL LIFE. THE VIEWS OF PARENTS ARE FULLY CONSIDERED WHEN SHAPING SCHOOL IMPROVEMENT PRIORITIES. PARENTAL INVOLVEMENT MAKES A HIGHLY POSITIVE CONTRIBUTION TO RAISING STANDARDS.**

## Outcomes:

1. Successful engagement of parents as partners in their children's learning and school life.
2. Consideration of parental views when shaping school improvement priorities.
3. Positive contribution of parental involvement to raising standards.

## Measures:

1. Documentation of parent engagement strategies and activities.
2. Surveys or feedback from parents indicating their level of involvement and satisfaction.
3. Evaluation reports highlighting the impact of parental involvement on student outcomes and school improvement.

Strategies	Lead Person or Team	Review Dates
<p>Parent and Family Involvement (PFI):</p> <ul style="list-style-type: none"><li>• G10PFI.1 Offer parent education sessions and workshops on topics such as supporting children's learning, understanding the curriculum, and effective communication with teachers.</li><li>• G3PFI.2 Provide resources and materials that facilitate parents' involvement in their children's education.</li><li>• G3PFI.3 Encourage and facilitate parental involvement in school life through volunteering opportunities, parent-teacher associations, and advisory committees.</li><li>• G3PFI.4 Provide clear guidelines and opportunities for parents to actively participate in school events, fundraising activities, and decision-making processes.</li></ul>	<p>Social Worker</p> <p>Coordinators</p> <p>Vice Principal</p> <p>Principal</p>	<p>Oct. '24</p> <p>Jan. '25</p> <p>May. '25</p>



# PRIORITY 3:

**G3 THE SCHOOL IS SUCCESSFUL IN EFFECTIVELY ENGAGING PARENTS AS PARTNERS IN THEIR CHILDREN’S LEARNING AND IN SCHOOL LIFE. THE VIEWS OF PARENTS ARE FULLY CONSIDERED WHEN SHAPING SCHOOL IMPROVEMENT PRIORITIES. PARENTAL INVOLVEMENT MAKES A HIGHLY POSITIVE CONTRIBUTION TO RAISING STANDARDS.**

Strategies	Lead Person or Team	Review Dates
<p>Parent and Family Involvement (PFI): <i>(continued)</i></p> <ul style="list-style-type: none"> <li>• G3PFI.5 Foster strong partnerships between parents and teachers through regular communication and collaboration.</li> <li>• G3PFI.6 Conduct parent-teacher conferences, progress meetings, and informal check-ins to discuss students' progress, address concerns, and set goals collaboratively.</li> <li>• G3PFI.7 Seek and value the input and feedback of parents when shaping school improvement priorities.</li> <li>• G3PFI.8 Conduct surveys, focus groups, or parent forums to gather their perspectives, ideas, and suggestions for enhancing school programs and practices.</li> <li>• G3PFI.9 Provide workshops and information sessions for parents to understand the curriculum, assessment practices, and how they can support their children's learning at home.</li> <li>• G3PFI.10 Empower parents with knowledge and strategies to actively engage in their children's academic progress.</li> <li>• G3PFI.11 Involve parents in decision-making processes related to school improvement initiatives.</li> <li>• G3PFI.12 Establish parent representation in school committees, task forces, or advisory groups to ensure their voices are heard and considered.</li> <li>• G3PFI.13 Acknowledge and celebrate the contributions of parents in their children's learning and school life.</li> </ul>	<p>Social Worker Coordinators Vice Principal Principal</p>	<p>Oct. '24 Jan. '25 May. '25</p>



# SECTION 5: LOCAL & SOCIETAL CONTEXTS





# INTRODUCTION

The "Local & Societal Contexts" section of our Education Plan emphasizes the importance of fostering engagement practices that enable our education system to proactively respond to the diverse learning needs and circumstances of all our students.



## **Inclusion Amplified: Empowering Diversity and Global Citizenship**

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**Priority 1: Fostering First Nations, Metis, and Inuit Values alongside My Identity**

**Priority 2: Addressing the Learning Needs of English Language Learners (ELLs)**

**Priority 3: Promoting Cultural Appreciation for Global Citizenship**

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# PRIORITY 1:

## LSC1 THE SCHOOL FOSTERS FIRST NATIONS, METIS, AND INUIT VALUES IN ADDITION TO MY IDENTITY VALUES AND FINDS CONNECTIONS BETWEEN BOTH WHEN APPLICABLE.

### Outcomes:

1. Increased understanding and appreciation of FNMI and My Identity cultures, histories, and traditions among all students.
2. Enhanced integration of FNMI and My Identity values embedded into all aspects of the school community, both in and out of the classroom.

### Measures:

1. Student surveys and feedback on the inclusion of FNMI perspectives and My Identity values.
2. Documentation of curriculum adaptations and resources that incorporate FNMI and UAE knowledge and cultural practices.



Strategies	Lead Person or Team	Review Dates
<b>Curriculum Integration (CI):</b> <ul style="list-style-type: none"><li>• LSC1CI.1 Infuse FNMI and My Identity perspectives, knowledge, and teachings across the curriculum to provide culturally responsive and relevant learning experiences.</li><li>• LSC1CI.2 Incorporate FNMI and UAE literature, storytelling, art, and history to enhance understanding and appreciation of Indigenous cultures.</li></ul>	Cultural Committee	Sept. '24
	Head Teachers	Jan. '25
	Vice Principal	Apr. '25
	Social Worker	



# PRIORITY 1:

## LSC1 THE SCHOOL FOSTERS FIRST NATIONS, METIS, AND INUIT VALUES IN ADDITION TO MY IDENTITY VALUES AND FINDS CONNECTIONS BETWEEN BOTH WHEN APPLICABLE.



Strategies	Lead Person or Team	Review Dates
<p><b>Indigenous Language Revitalization (ILR):</b></p> <ul style="list-style-type: none"> <li>LSC1ILR.1 Support the revitalization of Indigenous languages (Canada, UAE, and other) through language programs, partnerships with local Indigenous communities, and the integration of Indigenous language learning opportunities.</li> <li>LSC1ILR.2 Celebrate and promote the use of Indigenous languages within the school environment.</li> </ul>	<p>Cultural Committee</p> <p>Head Teachers</p> <p>Vice Principal</p> <p>Social Worker</p>	<p>Sept. '24</p> <p>Jan. '25</p> <p>Apr. '25</p>
<p><b>Culturally Responsive Practices (CRP):</b></p> <ul style="list-style-type: none"> <li>LSC1CRP.1 Develop professional development opportunities for staff to deepen their understanding of Indigenous cultures, histories, and perspectives.</li> <li>LSC1CRP.2 Foster respectful and inclusive classroom environments that honor and value the identities, experiences, and voices of Indigenous students.</li> </ul>	<p>Cultural Committee</p> <p>Head Teachers</p> <p>Vice Principal</p> <p>Social Worker</p>	<p>Sept. '24</p> <p>Jan. '25</p> <p>Apr. '25</p>



# PRIORITY 2:

## LSC2 THE SCHOOL PRIORITIZES ADDRESSING THE LEARNING NEEDS OF ENGLISH LANGUAGE LEARNERS (ELLS).

### Outcomes:

1. ELLs demonstrate significant growth in English language proficiency.
2. ELLs actively engage in learning activities and demonstrate improved academic achievement.
3. ELLs develop a strong sense of belonging and cultural identity within the school community.

### Measures:

1. English language proficiency assessments to track individual student progress.
2. Academic performance data disaggregated by ELL population.
3. Surveys and feedback from ELL students, families, and teachers regarding their experiences and perceptions of language support.

Strategies	Lead Person or Team	Review Dates
<b>Culturally Responsive Practices (CRP):</b> <ul style="list-style-type: none"><li>• L2CRP.1 Incorporate culturally relevant materials, resources, and examples in the curriculum to connect with the backgrounds and experiences of ELLs.</li><li>• L2CRP.2 Foster a welcoming and inclusive environment that values and respects the cultural diversity of ELLs, providing opportunities for them to share their language and cultural heritage.</li></ul>	Cultural Committee	Oct. '24
	Head Teachers	Dec. '24
	Vice Principal	Mar. '25
	ELL Coordinator	Jun. '25



# PRIORITY 2:

## LSC2 THE SCHOOL PRIORITIZES ADDRESSING THE LEARNING NEEDS OF ENGLISH LANGUAGE LEARNERS (ELLS).

Strategies	Lead Person or Team	Review Dates
<p>Language Development (LD):</p> <ul style="list-style-type: none"> <li>LSC2LD.1 Provide targeted English language instruction through specialized programs using baseline assessment programs</li> <li>LSC2LD.2 Offer intensive language support interventions tailored to the specific needs of ELLs, focusing on listening, speaking, reading, and writing skills.</li> <li>LSC2LD.3 Implement instructional strategies that scaffold content learning for ELLs, such as visual aids, graphic organizers, and hands-on activities.</li> <li>LSC2LD.4 Foster collaborative learning opportunities that promote language development and cross-cultural understanding among ELLs and their peers.</li> </ul>	<p>ELL Coordinator</p> <p>Head Teachers</p> <p>Vice Principal</p>	<p>Oct. '24</p> <p>Dec. '24</p> <p>Mar. '25</p> <p>Jun. '25</p>
<p>Parent and Family Involvement (PFI):</p> <ul style="list-style-type: none"> <li>L2PFI.1 Establish strong partnerships with ELL families, involving them in decision-making processes and providing resources to support their involvement in their children's education.</li> <li>L2PFI.2 Offer parent workshops and resources on supporting English language development at home and engaging with the school community.</li> </ul>		



# PRIORITY 3:

## LSC3 THE SCHOOL PROMOTES AN APPRECIATION FOR DIFFERENT CULTURES AND CUSTOMS TO CREATE GLOBAL CITIZENS.

### Outcomes:

1. Students develop an understanding and appreciation of diverse cultures, traditions, and customs from around the world.
2. Students demonstrate respect for cultural diversity and engage in activities that promote intercultural understanding and empathy.
3. Students develop the skills and mindset necessary to actively participate in a global society as respectful and inclusive global citizens.

### Measures:

1. Surveys and assessments measuring students' knowledge, attitudes, and understanding of different cultures and customs.
2. Documentation of multicultural events, projects, or initiatives that promote cultural diversity and foster global citizenship within the school.
3. Reflections and feedback from students, staff, and parents on the impact of multicultural activities on students' perspectives and attitudes.

Strategies	Lead Person or Team	Review Dates
Multicultural Curriculum (MC): <ul style="list-style-type: none"><li>• LSC3MC.1 Incorporate diverse cultural perspectives and examples in the curriculum to broaden students' understanding of different cultures and customs.</li><li>• LSC3MC.2 Provide opportunities for students to explore and research different cultures through projects, presentations, and multicultural literature.</li></ul>	Cultural Committee	Oct. '24
	Head Teachers	Dec. '24
	Vice Principal	Mar. '25



# PRIORITY 3:

## LSC3 THE SCHOOL PROMOTES AN APPRECIATION FOR DIFFERENT CULTURES AND CUSTOMS TO CREATE GLOBAL CITIZENS.

Strategies	Lead Person or Team	Review Dates
<p><b>Intercultural Exchanges and Celebrations (IEC):</b></p> <ul style="list-style-type: none"> <li>LSC3IEC.1 Organize cultural exchange programs, where students have the opportunity to interact with peers from different cultural backgrounds and learn about their customs and traditions.</li> <li>LSC3IEC.2 Celebrate and showcase diverse cultures through multicultural events, performances, or exhibitions that involve students, families, and the wider community.</li> </ul>		
<p><b>Global Awareness and Engagement (GAE):</b></p> <ul style="list-style-type: none"> <li>LSC3GAE.1 Foster a sense of global citizenship by discussing current global issues and encouraging students to develop solutions through research, debates, and service-learning projects.</li> <li>LSC3GAE.2 Promote cross-cultural collaboration and communication by leveraging technology to connect with students from different countries and engage in virtual exchanges or joint projects.</li> </ul>	<p>Cultural Committee</p> <p>Head Teachers</p> <p>Vice Principal</p>	<p>Oct. '24</p> <p>Dec. '24</p> <p>Mar. '25</p>
<p><b>Parent and Family Involvement (PFI):</b></p> <ul style="list-style-type: none"> <li>LSC3PFI.1 Establish partnerships with local cultural organizations, community groups, or embassies to provide authentic cultural experiences, guest speakers, or mentorship programs that expose students to different cultures.</li> <li>LSC3PFI.2 Engage parents and families from diverse backgrounds in sharing their cultural traditions and customs with students through workshops, presentations, or cultural showcases.</li> </ul>		



# SUMMARY OF ALL STRATEGIES





Strategy	Description
Differentiated Instruction (DI)	<ul style="list-style-type: none"> <li>• SGA3DI.1 Provide challenging and enriched learning opportunities that go beyond the scope of the standard curriculum to cater to students' diverse interests and strengths.</li> <li>• SGA3DI.1 Offer tiered assignments, independent projects, or research-based tasks that require higher-order thinking and problem-solving skills.</li> <li>• SGA4DII.1 Provide differentiated instruction that addresses students' diverse learning needs and allows for individualized progress.</li> <li>• SGA4DII.2 Offer varied instructional approaches, resources, and supports to ensure all students can access and engage with the curriculum.</li> </ul>
Professional Development (PD)	<ul style="list-style-type: none"> <li>• SGA2PD.1 Offer professional development opportunities for teachers to enhance their understanding of external examination requirements, assessment strategies, and content-specific pedagogical approaches.</li> <li>• SGA2PD.2 Facilitate collaborative sessions among teachers to share best practices, resources, and effective instructional strategies for exam preparation.</li> <li>• SGA5PD.1 Offer professional development opportunities for teachers to enhance their knowledge and strategies in promoting innovative thinking, critical analysis, purposeful collaboration, and the effective use of inquiry strategies and learning technologies.</li> <li>• SGA5PD.2 Provide training on pedagogical approaches, instructional strategies, and the integration of technology tools to support student learning.</li> <li>• T3PD.1 Provide ongoing professional development opportunities to enhance teachers' skills in data analysis and interpretation.</li> <li>• T3PD.1 Offer training on effective data utilization, data-driven decision-making, and using assessment data to guide instructional practices.</li> <li>• T7PD.1 Offer professional development opportunities for teachers to enhance their questioning techniques, facilitate engaging dialogue, and foster higher-level thinking skills.</li> <li>• T7PD.2 Provide time for teachers to collaborate and share effective strategies for promoting critical responses and engaging dialogue in their subject areas.</li> <li>• G2PD.1 Provide targeted professional development opportunities for staff to build the knowledge and skills required to address the recommendations effectively.</li> <li>• G2PD.2 Offer training sessions, workshops, and coaching to enhance staff's capacity in the identified areas for improvement.</li> </ul>



Strategy	Description
Rigor (R)	<ul style="list-style-type: none"> <li>• SGA2R.1 Enhance the rigor of instruction by incorporating higher-order thinking skills, complex problem-solving tasks, and real-world applications.</li> </ul>
Assessment and Test Preparation (ATP)	<ul style="list-style-type: none"> <li>• SGA2ATP.1 Familiarize students with the format and expectations of external examinations through practice exams, mock tests, and sample questions.</li> <li>• SGA2ATP.2 Provide targeted instruction on test-taking strategies, time management, and effective study techniques to optimize students' performance through the school's already established Advisory Program.</li> </ul>
Data Analysis (DA)	<ul style="list-style-type: none"> <li>• SGA2DA.1 Analyze student performance data from previous external examinations to identify areas of strength and weakness.</li> <li>• T2DA.1 Implement a systematic process for collecting and analyzing benchmarking data on students' academic outcomes.</li> <li>• T2DA.2 Utilize standardized assessments, external examinations, or other reliable measures to gather data for benchmarking purposes.</li> <li>• T3DA.1 Implement a systematic approach to collect, organize, and store assessment data in a secure and accessible manner.</li> <li>• T3DA.2 Utilize technology tools or data management systems to streamline the data collection and organization process.</li> <li>• T3DA.3 Use various data analysis techniques, including quantitative and qualitative methods, to gain insights into students' progress and learning patterns.</li> <li>• T3DA.4 Analyze both summative and formative assessment data to capture a comprehensive understanding of students' academic growth.</li> <li>• G1DA.1 Implement a systematic data collection process to track student progress and achievement.</li> <li>• G1DA.2 Collect and analyze various types of data, such as formative and summative assessments, student work samples, and progress reports, to assess the impact of teaching on student learning outcomes.</li> <li>• G1DA.3 Administer surveys to students and teachers to gather feedback on teaching effectiveness, instructional strategies, and student engagement.</li> <li>• G1DA.4 Analyze survey results to identify strengths and areas for improvement in teaching and learning practices.</li> <li>• G1DA.5 Facilitate collaborative reflection sessions among teachers, instructional leaders, and administrators to discuss teaching practices, share insights, and provide feedback.</li> <li>• G1DA.6 Encourage teachers to engage in self-reflection and self-assessment to identify their own areas for growth.</li> </ul>



Strategy	Description
<b>Enrichment and Extension Opportunities (EEO)</b>	<ul style="list-style-type: none"> <li>• SGA2EEO.1 Provide enrichment programs, workshops, or extracurricular activities that deepen students' understanding of key exam subjects and foster critical thinking skills.</li> <li>• SGA2EEO.2 Regularly offer extension tasks and projects that challenge high-achieving students to explore advanced concepts and go beyond the scope of the regular curriculum.</li> <li>• SGA3EEO.1 Offer enrichment programs, competitions, or clubs that challenge and inspire students to explore advanced concepts and pursue their passions.</li> </ul>
<b>Inquiry-Based Learning (IQL)</b>	<ul style="list-style-type: none"> <li>• SGA3IQL.1 Foster a culture of inquiry and exploration, encouraging students to ask questions, investigate topics, and apply their learning to real-world scenarios.</li> <li>• SGA3IQL.2 Provide opportunities for student-led investigations, problem-solving tasks, and open-ended projects that promote independent thinking and deeper understanding.</li> <li>• SGA5IQL.1 Promote inquiry-based approaches that encourage students to ask questions, explore topics, and investigate real-world problems.</li> <li>• SGA5IQL.2 Provide opportunities for students to design and conduct investigations, analyze data, and draw evidence-based conclusions.</li> </ul>
<b>Authentic Assessments (AA)</b>	<ul style="list-style-type: none"> <li>• SGA3AA.1 Implement performance-based assessments, projects, or presentations that require students to apply their knowledge and skills in authentic contexts.</li> <li>• SGA3AA.2 Encourage students to engage in self-reflection and peer feedback to deepen their understanding and identify areas for improvement.</li> </ul>
<b>Professional Learning Communities (PLC)</b>	<ul style="list-style-type: none"> <li>• SGA3PLC.1 Facilitate regular collaboration and sharing of best practices among teachers to identify effective instructional strategies for promoting advanced understanding.</li> <li>• SGA3PLC.2 Facilitate regular discussions of professional development opportunities focused on pedagogical approaches that foster critical thinking, depth of knowledge, and student engagement.</li> <li>• T2PLC.1 Foster collaboration among teachers and subject-area teams to analyze benchmarking data, share best practices, and develop strategies to improve academic outcomes.</li> <li>• T2PLC.2 Provide professional development opportunities focused on understanding and interpreting benchmarking data effectively.</li> </ul>



Strategy	Description
Data-Informed Instruction (DII)	<ul style="list-style-type: none"> <li>• SGA4DII.1 Utilize assessment data to inform instructional decisions and adapt teaching strategies to meet individual student needs.</li> <li>• SGA4DII.2 Analyze data to identify trends, patterns, and areas where instructional adjustments or additional support may be required.</li> <li>• T2DII.1 Utilize benchmarking data to inform instructional decision-making and differentiate instruction based on students' identified needs.</li> <li>• T2DII.2 Identify specific areas where students may require additional support or enrichment to meet or exceed external expectations.</li> <li>• T3DII.1 Utilize assessment data to inform instructional decision-making, including curriculum adjustments, instructional strategies, and differentiation techniques.</li> <li>• T3DII.2 Align data analysis findings with targeted interventions to address individual student needs and support overall academic improvement.</li> </ul>
Critical Thinking Skills (CTS)	<ul style="list-style-type: none"> <li>• SGA3CTS.1 Integrate activities and projects that foster critical thinking, problem-solving, and decision-making skills.</li> <li>• SGA3CTS.2 Teach explicit critical thinking strategies and provide opportunities for students to analyze information, evaluate evidence, and generate innovative solutions.</li> </ul>
Collaborative Learning (CL)	<ul style="list-style-type: none"> <li>• SGA3CL.1 Facilitate purposeful collaboration by structuring cooperative learning experiences and group projects.</li> <li>• SGA3CL.2 Teach students effective communication, active listening, and teamwork skills to enhance their ability to collaborate productively.</li> </ul>
Innovative Thinking (IT)	<ul style="list-style-type: none"> <li>• SGA3IT.1 Encourage students to think creatively, take risks, and explore alternative solutions to problems.</li> <li>• SGA3IT.2 Provide open-ended tasks and creative challenges that require students to generate and evaluate innovative ideas.</li> </ul>
Real-World Applications (RWA)	<ul style="list-style-type: none"> <li>• SGA2RWA.1 Establish connections between the curriculum and real-world contexts, helping students see the relevance and applicability of their learning.</li> <li>• SGA2RWA.2 Engage guest speakers, field trips, or community partnerships to provide authentic experiences that extend students' understanding and encourage advanced thinking.</li> <li>• SGA3RWA.2 Provide opportunities for students to apply their learning to authentic problems, projects, or community-based initiatives.</li> </ul>



Strategy	Description
<b>Student Involvement (SI)</b>	<ul style="list-style-type: none"> <li>• T2SI.1 Involve students in the benchmarking process by setting individualized goals aligned with external expectations.</li> <li>• T2SI.1 Support students in monitoring their progress, identifying areas for growth, and taking ownership of their academic development.</li> <li>• L3SI.1 Empower students to create awareness campaigns or initiatives to educate the school community about sustainability, conservation, and the importance of caring for the environment.</li> <li>• L3SI.2 Encourage the use of various communication channels, such as posters, newsletters, social media, or assemblies, to disseminate information and inspire action.</li> <li>• L3SI.3 Support students in initiating and leading sustainability projects that address specific environmental challenges within the school or wider community.</li> <li>• L3SI.4 Provide resources, guidance, and mentorship to help students plan, execute, and evaluate the impact of their projects.</li> </ul>
<b>Identify Relevant External Standards (IRES)</b>	<ul style="list-style-type: none"> <li>• T2IRES.1 Identify and align the school's curriculum standards with appropriate external benchmarks, such as national and international standards or frameworks.</li> <li>• T2IRES.2 Create benchmark assessments for those subjects and grade levels that do not have access to external benchmarking data.</li> <li>• T2IRES.3 Ensure that the selected benchmarks are valid, reliable, and relevant to the school's context and goals.</li> </ul>
<b>Community Partnerships (CP)</b>	<ul style="list-style-type: none"> <li>• L3CP.1 Collaborate with local organizations, environmental groups, or government agencies to connect students with sustainability initiatives in the wider community.</li> <li>• L3CP.1 Arrange field trips, guest speakers, or workshops that expose students to environmental conservation projects and provide opportunities for active involvement.</li> </ul>
<b>School Community Garden and Green Spaces (SCGGS)</b>	<ul style="list-style-type: none"> <li>• L3SCGGS.1 Develop and maintain a school garden or green spaces that serve as a learning environment and contribute to the overall aesthetics and sustainability of the school.</li> <li>• L3SCGGS.2 Involve students in garden planning, planting, and maintenance, fostering a connection with nature and providing opportunities to learn about biodiversity and organic gardening practices</li> </ul>



Strategy	Description
<p><b>Parent and Family Involvement (PFI)</b></p>	<ul style="list-style-type: none"> <li>• G3PFI.1 Offer parent education sessions and workshops on topics such as supporting children's learning, understanding the curriculum, and effective communication with teachers.</li> <li>• G3PFI.2 Provide resources and materials that facilitate parents' involvement in their children's education.</li> <li>• G3PFI.3 Encourage and facilitate parental involvement in school life through volunteering opportunities, parent-teacher associations, and advisory committees.</li> <li>• G3PFI.4 Provide clear guidelines and opportunities for parents to actively participate in school events, fundraising activities, and decision-making processes.</li> <li>• G3PFI.5 Foster strong partnerships between parents and teachers through regular communication and collaboration.</li> <li>• G3PFI.6 Conduct parent-teacher conferences, progress meetings, and informal check-ins to discuss students' progress, address concerns, and set goals collaboratively.</li> <li>• G3PFI.7 Seek and value the input and feedback of parents when shaping school improvement priorities.</li> <li>• G3PFI.8 Conduct surveys, focus groups, or parent forums to gather their perspectives, ideas, and suggestions for enhancing school programs and practices.</li> <li>• G3PFI.9 Provide workshops and information sessions for parents to understand the curriculum, assessment practices, and how they can support their children's learning at home.</li> <li>• G3PFI.10 Empower parents with knowledge and strategies to actively engage in their children's academic progress.</li> <li>• G3PFI.11 Involve parents in decision-making processes related to school improvement initiatives.</li> <li>• G3PFI.12 Establish parent representation in school committees, task forces, or advisory groups to ensure their voices are heard and considered.</li> <li>• G3PFI.13 Acknowledge and celebrate the contributions of parents in their children's learning and school life.</li> </ul>
<p><b>Culturally Responsive Practices (CRP)</b></p>	<ul style="list-style-type: none"> <li>• LSC1CRP.1 Develop professional development opportunities for staff to deepen their understanding of Indigenous cultures, histories, and perspectives.</li> <li>• LSC1CRP.2 Foster respectful and inclusive classroom environments that honor and value the identities, experiences, and voices of Indigenous students.</li> </ul>



Strategy	Description
<b>Environmental Education (EE)</b>	<ul style="list-style-type: none"> <li>• L3EE.1 Embed environmental education into the curriculum, incorporating topics such as sustainability, conservation, and the importance of caring for the environment.</li> <li>• L3EE.2 Provide opportunities for students to learn about local and global environmental issues, engage in hands-on activities, and explore solutions to promote sustainability.</li> <li>• L3EE.3 Establish student-led environment committees or clubs that focus on improving the school environment and implementing sustainable practices.</li> <li>• L3EE.4 Empower students to identify areas for improvement, plan initiatives, and collaborate with teachers and staff to bring about positive changes.</li> <li>• L3EE.5 Implement waste reduction and recycling programs within the school, raising students' awareness about the importance of reducing waste and recycling materials.</li> <li>• L3EE.6 Involve students in the design and implementation of recycling systems, ensuring clear signage and accessible recycling bins throughout the school.</li> </ul>
<b>Integration of Indigenous Perspectives (IIP)</b>	<ul style="list-style-type: none"> <li>• L6IIP.1 Infuse First Nations, Inuit, and Métis perspectives and traditions throughout the curriculum, aligning with the requirements of the Alberta Education Program of Studies.</li> <li>• L6IIP.2 Collaborate with Indigenous community members, Elders, and Knowledge Keepers to ensure accurate representation and authentic learning experiences.</li> </ul>
<b>Culturally Responsive Teaching (CRT)</b>	<ul style="list-style-type: none"> <li>• L6CRT.1 Use culturally responsive teaching practices that value and incorporate students' diverse backgrounds, languages, and experiences.</li> <li>• L6CRT.2 Include culturally diverse literature, resources, and artifacts that reflect the experiences and contributions of different cultures.</li> </ul>
<b>Establish a Coherent SDP and EP (ECSE)</b>	<ul style="list-style-type: none"> <li>• G1ECSE.1 Develop a comprehensive school development plan that coincides with the education plan and can act as a monitoring framework or protocol that outlines the key areas to be monitored, evaluation methods, and indicators of effective teaching and learning.</li> <li>• G1ECSE.1 Ensure the framework aligns with the school's vision, curriculum standards, and best practices in teaching and learning.</li> </ul>



Strategy	Description
Regular Classroom Observations (RCO)	<ul style="list-style-type: none"> <li>• G1ECSE.1 Develop a comprehensive school development plan that coincides with the education plan and can act as a monitoring framework or protocol that outlines the key areas to be monitored, evaluation methods, and indicators of effective teaching and learning.</li> <li>• G1ECSE.2 Ensure the framework aligns with the school's vision, curriculum standards, and best practices in teaching and learning.</li> <li>• G1ECSE.3 Develop action plans based on the findings from the monitoring process, setting goals and strategies for improving teaching and learning practices.</li> <li>• G1ECSE.4 Support teachers in implementing action plans through ongoing coaching, resources, and professional learning opportunities.</li> <li>• G2ECSE.1 Develop action plans that outline specific strategies, timelines, and responsibilities for implementing the recommendations from the inspection reports.</li> <li>• G2ECSE.2 Assign dedicated staff or committees to oversee the implementation process and ensure progress is made in each identified area.</li> <li>• G2ECSE.3 Establish a monitoring system to track the progress of implementing the recommendations.</li> <li>• G2ECSE.4 Regularly review and evaluate the implementation status of each recommendation, documenting the progress made and identifying any challenges or adjustments required.</li> </ul>
Review and Analysis of Inspection Reports (RAIR)	<ul style="list-style-type: none"> <li>• G2RAIR.1 Thoroughly review and analyze previous inspection reports to identify the recommendations provided by the inspection team.</li> <li>• G2RAIR.2 Understand the key areas for improvement and prioritize them based on their impact on student achievement and overall school effectiveness.</li> </ul>
Curriculum Integration (CI)	<ul style="list-style-type: none"> <li>• LSC1CI.1 Infuse FNMI and My Identity perspectives, knowledge, and teachings across the curriculum to provide culturally responsive and relevant learning experiences.</li> <li>• LSC1CI.2 Incorporate FNMI and UAE literature, storytelling, art, and history to enhance understanding and appreciation of Indigenous cultures.</li> </ul>





Strategy	Description
Language Development (LD)	<ul style="list-style-type: none"> <li>• LSC2LD.1 Provide targeted English language instruction through specialized programs using baseline assessment programs</li> <li>• LSC2LD.2 Offer intensive language support interventions tailored to the specific needs of ELLs, focusing on listening, speaking, reading, and writing skills.</li> <li>• LSC2LD.3 Implement instructional strategies that scaffold content learning for ELLs, such as visual aids, graphic organizers, and hands-on activities.</li> <li>• LSC2LD.4 Foster collaborative learning opportunities that promote language development and cross-cultural understanding among ELLs and their peers.</li> </ul>
Multicultural Curriculum (MC)	<ul style="list-style-type: none"> <li>• LSC3MC.1 Incorporate diverse cultural perspectives and examples in the curriculum to broaden students' understanding of different cultures and customs.</li> <li>• LSC3MC.2 Provide opportunities for students to explore and research different cultures through projects, presentations, and multicultural literature.</li> </ul>
Intercultural Exchanges and Celebrations (IEC)	<ul style="list-style-type: none"> <li>• LSC3IEC.1 Organize cultural exchange programs, where students have the opportunity to interact with peers from different cultural backgrounds and learn about their customs and traditions.</li> <li>• LSC3IEC.2 Celebrate and showcase diverse cultures through multicultural events, performances, or exhibitions that involve students, families, and the wider community.</li> </ul>
Indigenous Language Revitalization (ILR)	<ul style="list-style-type: none"> <li>• LSC1ILR.1 Support the revitalization of Indigenous languages (Canada, UAE, and other) through language programs, partnerships with local Indigenous communities, and the integration of Indigenous language learning opportunities.</li> <li>• LSC1ILR.2 Celebrate and promote the use of Indigenous languages within the school environment.</li> </ul>
Global Awareness and Engagement (GAE)	<ul style="list-style-type: none"> <li>• LSC3GAE.1 Foster a sense of global citizenship by discussing current global issues and encouraging students to develop solutions through research, debates, and service-learning projects.</li> <li>• LSC3GAE.2 Promote cross-cultural collaboration and communication by leveraging technology to connect with students from different countries and engage in virtual exchanges or joint projects.</li> </ul>





# Conclusion

①

In conclusion, our comprehensive school improvement plan paves the way for an extraordinary educational transformation. Through meticulous assessment, strategic goals, and targeted interventions, we have laid the foundation for nurturing a dynamic learning environment. By fostering innovation, collaboration, and a student-centric approach, we are equipping our students with the necessary tools to thrive in an ever-evolving world.

②

With unwavering commitment from our dedicated educators, involved parents, and enthusiastic students, we are confident in the future success of our school. We believe in fostering a culture of continuous improvement, where every achievement becomes a stepping stone for greater accomplishments.

③

As we embark on this exciting journey, let us embrace the challenges and opportunities that lie ahead. Together, we will ignite a passion for lifelong learning, unleash untapped potential, and empower our students to reach new heights of success.

Join us as we embark on this transformative educational adventure. Together, we will build a brighter tomorrow for our students and leave an indelible mark on their lives. Together, we will shape the future, one student at a time.

**Embracing Excellence: A Resolute Journey Towards Educational Transformation**

