École Secondaire Foothills Composite High School / Alberta High School of Fine Arts (ÉSFCHS/AHSFA)
Education Plan 2018-2019

FSD Mission: *Each Learner Entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them…Develop them…Celebrate them.*

ÉSFCHS / AHSFA Mission: *École Secondaire Foothills Composite High School / Alberta High School of Fine Arts is an inclusive community that encourages students to take risks in academics, athletics, fine arts, and technical fields.*

ÉSFCHS / AHSFA Vision: *To foster through meaningful relationships, a culture of personal excellence and resilient, innovative and ethical citizens.*

ÉSFCHS / AHSFA Core Values: *Courage, Commitment, and Integrity*

Beliefs

We believe:
1) ÉSFCHS/AHSFA is a courageous and committed learning community that embodies integrity;
2) all stakeholders are committed to implementing and accessing the dynamic continuums of supports;
3) educators design intellectually engaging and responsive learning opportunities by utilizing timely, accurate, and meaningful feedback;
4) all learners must be supported and nurtured within a safe, caring, and welcoming learning community; and,
5) community is created through attention to "respect, relevance, responsibility, and reciprocity" (Archibald, 2008, p. 1).

Guiding Questions

1) How do our beliefs exist within the context of ÉSFCHS/AHSFA?
2) How does our dynamic continuum of supports (universal, targeted, and individual) impact our desired results?
3) How do our beliefs support expectations for high standards and excellence in learning within a safe, caring and welcoming environment?
4) How are we effectively engaging our stakeholder community to support collective efficacy?

Identified Desired Results

Safety: As members of welcoming, caring, respectful, and safe learning environments, students, staff, families, and community partners treat each other with care, compassion, and empathy. According to Alberta Education (2018), "in order for students to be successful in their program of studies, schools must be places where students and staff feel welcome, respected, cared for and safe."

Reciprocity/Relationships: Relationships with peers and adults within the school are central in fostering young people's social and emotional competence. Alberta Education (2018) suggests, "When meaningful relationships are fostered: no student feels anonymous, teachers and students communicate regularly, teachers and students respect one another, students see teachers as mentors, students are supported in achieving high standards, and we build trust by keeping commitments to students."

Celebration: An important and often overlooked part of education is the celebration of successes. We strive to honor the work and unique gifts and abilities of all stakeholders at ESFCHS/AHSFA—students, staff, and community.

Communication: Effective, timely communication with stakeholder helps to build a positive school environment. Sending direct, complete, relevant, and congruent messages that reach all stakeholders through the use of varied and redundant platforms helps to promote openness and trust within the community.

High Standards/Excellence in Learning: The effective and responsive implementation of High School Redesign will improve student learning through rigor and relevance, assessment, and personalization. Alberta Education (2018) posits that "with a focus on rigorous and relevant curriculum... teachers support and encourage students to meet the high standards set for them." Additionally, "in classrooms that promote continual growth and mastery of learning, students complete assessments that provide the teacher with information on what students know, but also provide information about what students don't know and where they need support and feedback."

Outcomes

To prioritize safety as a desired outcome at ÉSFCHS/AHSFA we will ensure that:
- learners are part of a safe, caring, and welcoming learning community;
- inappropriate behaviours be considered through a trauma informed lens;
- consequences for unacceptable behaviour take into consideration student's age, maturity, and individual circumstances;
- support is provided for those impacted by and/or engaged in inappropriate activities or behaviours;
- diversity is understood as a strength;
- positive mental health is supported through a dynamic continuum of supports including, but not limited to the following:
  - Grade Level Teams,
  - SRT Teams,
  - Big Brothers and Big Sisters,
  - Behaviour Mentorship,
  - Learning Coaches,
  - FSLCs,
  - Grade Level School Counselors; and
- inappropriate behaviours are addressed in accordance to the ÉSFCHS/AHSFA student code of conduct.

To prioritize reciprocity/relationship as a desired outcome at ÉSFCHS/AHSFA we will ensure that:
- healthy and respectful relationships are fostered on an ongoing basis through the creation of relational trust;
- students feel that adults care for them as a group and as individuals;
- there is a necessity for collaboration, high expectations, care, and mutual trust;
- adults must teach, facilitate, and model positive social-emotional competence for children and youth;
- relationships with peers provide a rich context for learning cooperation, gaining support, acquiring interpersonal skills and persisting through difficulties; and
- stakeholder relationships are enhanced through dialogue as part of school council meetings.

To prioritize celebration as a desired outcome at ÉSFCHS/AHSFA we will ensure that:
- students and staff use social media (Twitter, Facebook) in an effective, timely, and appropriate manner;
- grade level assemblies highlight student achievements (academic, athletics, arts, etc.);
- at-home sports tournaments and games are celebrated and made accessible for all to attend;
- fine arts and CTS talents and performances are advertised and showcased;

- the school's webpage is up-to-date and accurate in order to share student and community accomplishments; and
- the school's digital road sign is used to share information about current successes and celebrations.

To prioritize communication as a desired outcome at ÉSFCHS/AHSFA we will ensure that:

- expectations are clear, consistent, and regularly communicated;
- communication regarding concerns happens early and often and will happen in the following manner:
    - low levels of concern or general information may be communicated through email,
    - moderate levels of concern regarding specific students will be communicated via direct phone call to a guardian(s), potentially followed up by and email,
    - high or immediate concerns regarding a specific student should be done through a face-to-face meeting involving the guardian(s) and student.
- parents understand their important role in the education process;
- commitment to our school communication plan;
- all stakeholders are aware that timely interventions for struggling learners according to the ÉSFCHS/AHSFA student support stages is imperative for student success;
- the school's webpage is up-to-date and accurate in order to support stakeholder engagement; and
- the school's digital road sign is used to share information about current successes and upcoming events.

To prioritize high standards/excellence in learning as a desired outcome at ÉSFCHS/AHSFA we will ensure that:

- a problem solving approach to intervention are employed to support students in achieving personal levels of academic and behavioral success;
- learners are aware of, and can access all supports available to them;
- that stakeholders develop a common language of instruction, and understanding of interventions according to the ÉSFCHS/AHSFA student support stages;
- staff acquire a more informed understanding/practice of the nine elements of High School Redesign which will improve learning for all students;
- a purposeful collection of data will be used to inform and enhance teaching practices;
- stakeholders understand the importance of Rigor, Relevance and Personalization in learning;
- teachers have a greater understanding of Alberta Education Competencies and therefore feel more confident designing learning that reflects these competencies;
- teachers gain a greater understanding the new Teacher Quality Standards and its associated competencies; and
- teachers and students gain a greater understanding of their role in reconciliation process guided by the Truth and Reconciliation Commission of Canada's Calls to Action (Truth and Reconciliation Commission of Canada, 2015), and the United Nations' Declaration on the Rights of Indigenous Peoples (United Nations, 2007).

Effectively planning for integration and collectivity to promote inclusivity	In order to collectively promote inclusivity, we will: - incorporate recursive feedback loops to identify areas of strength and growth; - improve preventative and early intervention strategies to support behavioral issues, through the consideration of policies and practices that are explicitly stated in the ÉSFCHS/AHSFA *Student Support Stages* and *Progressive Discipline Plan*;

	• engage "stakeholders in creating productive relationships, building a wider net of consultation, paying close attention to trust issues, and ensuring transparency in policy and decision making" (Bedard & Mombourquette, 2015). Through research and dialogue with stakeholders we will: • better understand student's individual circumstances; • utilize resources that have the greatest impact on learning and social emotional well being. • continue to provide constructive, ongoing, and sustainable restorative discipline. Through the creation of programming for students we will: • respect and celebrate diversity; • ensure that each individual received fair and equitable treatment; • consider the root causes of student behavior through a trauma informed lens.
Optimizing student learning	Through designing intellectually engaging learning within the program of studies we will: • provide relevant, purposeful, and differentiated learning opportunities; • develop students' knowledge, skills, and conceptual understanding; • support student achievement and prepare students for their role as engaged, ethical, and entrepreneurial citizens. • design learning to intentionally develop students' competencies, helping them draw and build upon what they know, how they think, and what they can do By providing a continuum of supports according to the ÉSFCHS/AHSFA *Student Support Stages*, we will: • address students' strengths, needs, and areas for growth; • foster effective classroom instruction and school intervention;
List of Interventions	
Immediate Interventions	• Teacher Impact Team • Lead Teacher Roles • Imbedded PLC Time • Action Research Projects • Progressive Discipline Stages • Communication Log • Discipline Referral Form • Formalized Improving Attendance and Managing Lates Strategies • Intervention Support Referral Procedures Adapted • Common Staff Commitment
Short-Term Interventions	• School Mission and Vision Statements (will be implemented Sept) • Build data systems that provide accurate and timely information to support decision making • Develop flexible interventions • Changed Time Table

Long Term Interventions	• Provide professional development • Instruction is differentiated for students. • Assessment data are gathered and reviewed on a regular basis. • Classroom instruction changes as a result of data analysis. • Programs/classes are structured to meet the needs noted in assessment. • Students participate in different programs/classes/environments based on assessment results.
School Desired Results	• As educators, we have committed our life to making a difference in the lives of our youth through student learning. To facilitate a learning environment that is committed to meeting the unique needs of all learners, one must look to establish a culture of continuous improvement. There must be an ongoing commitment to "improving both quality and equity of student learning by fostering enhanced strategies" (McEwen, Sakyi, & Millard, 2005). • Looking to promote instructional practice that is committed to "building capacity through professional development, student, and parent engagement, and sustainability" (McEwen et al., 2005). • The classroom must be a room based on the principle "that all learning respects, acknowledges and responds to rich diversity of the population in all its dimensions" (Alberta Advanced Education, 2006). • A school that is committed to the diversity of the students will "recognize the diverse strengths, characteristics, situations and experiences of all learners" (Alberta Advanced Education, 2006). • When looking at the many 'guidelines' that have impacted personal tolerance and understanding of a classroom it becomes very apparent that ongoing change and learning is at the heart of this work. Education is a fundamental resource that provides opportunity for individuals and their families to prosper and improve their own quality of life; there must be a common vision of a "system that inspires and enables all learners to acquire and build on their foundational skills and continue their lifelong learning" (Alberta Advanced Education, 2006). • It is imperative that "all individuals are able to access and participate in learning regardless of their culture, social, economic or education status, life situation, or geographic location" (Alberta Advanced Education, 2006).
Assessment Evidence	In order for teachers to continue to engage in productive and disruptive dialogue with colleagues around pedagogy, it is necessary they are in reflexivity considering "instructional processes, not just curricular content" (McEwen et al., 2006). • SOS-Q data • Tell The From Me • Staff data—asking similar questions in the late spring • PLC Running Records

	• Staff Sharing of IPGPs
Staff Feedback	

Staff Feedback	Continuum of supports
	• Needs
	   o Connection with community supports
	   o Resource team connects/loops back with classroom teachers--follow up
	   o Teacher collaboration
	   o LCs in learning spaces
	• Evidence
	   o SRT team: tracking
	   o Grade groups
	   o Student tutors
	Assessment and evaluation: Student independence and self-efficacy
	• Needs
	   o Support team:
	   o PD on alternative forms of assessment
	   o Common assessments
	   o Collaboration with feeder schools
	   o Do we understand what Standard of Excellence is vs. Acceptable?
	   o Workshops for Google Classroom
	• Evidence
	   o Peer feedback
	   o AFL
	   o Exemplars
	   o Daily formative feedback
	   o Modelling
	   o Self-assessments
	   o Common rubrics
	Literate and numerate
	• Needs
	   o It's cross curricular
	   o All teachers are teachers of literacy
	   o Year-long Math -3/Science 14
	• Evidence
	   o Use Math directing words to develop literacy/numeracy
	   o Flash cards and vocab charts
	   o "Show your work"
	   o Year-long Math 10C/Sc10
	   o Online resources
	Culture of Belonging
	• Needs
	   o Open gym/options during FLEX
	   o Get kids into the community/industry collaboration
	   o Staff connection for cohesion/connection...are we too separate?

- o Niche activities: Magic, chess, etc
- o Non-athletic Falcon wear
- o Hear student voice
- o Staff & students: climate needs to change before culture
- o Awareness of gender appropriate language /non-bias

- Evidence
  - o GSA
  - o extra-curricular
  - o Guest speakers
  - o Safe-based lunch
  - o Visible diverse relationships among students
  - o Talent show
  - o Student council
  - o Approachability of staff and admin]
  - o Falcons United Nations
  - o Move Grade level assembly to FLEX, but shouldn't just be reading announcements

Competencies
- Needs
  - o Life-skills class
  - o Promote cultural citizenship
  - o Developing learning how to learn
  - o Better understanding of what the competencies are
  - o Self-assessment
  - o Research and digital literacy
  - o Hold kids accountable for basic skills
  - o self-awareness
- Evidence
  - o Ample avenues to explore a myriad of learning opportunities
  - o Establish a professional standard
  - o Diploma results
  - o UN Club/Composting
  - o Graduation Rates
  - o KSAs

Intellectually Engaging
- Needs
  - o Choose own curriculum?
  - o Projects at higher levels
  - o Different teaching styles
  - o Integrating modern, timely texts that address the technology age
  - o Don't assume one type of learning is the only way
  - o Share personal and professional learning with colleagues
  - o Failure can be a real step forward
- Evidence
  - o Attendance

	o projects/real-life application-fun engaging and relevant
	    o Versatile students
	    o Skills Canada teams/scholarships
	    o Department collaboration
	    o Using language of the program of studies--skills beyond task
	Collaboration
	   • Needs
	    o Formal process for referring students of concern (not a form)
	    o Post-secondary awareness and how it's changing
	    o Learning community that includes other divisions
	    o Team teach cross-curricular
	    o Time within the day to collaborate (are PLCs being used effectively?)
	   • Evidence
	    o Hallway talk
	    o Communication teacher to teacher
	    o Active ILPs
	    o Extra-curricular
	    o PLCs
	    o Grade-level meetings
	    o resource sharing
	    o Use of learning services
	    o benchmarking/diagnostic testing

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