

Welcome École Secondaire Highwood High School Education Plan

Our Story of Engagement, Support, and Success for each Learner

THE FUTURE IS NOT SOMETHING WE ENTER.

THE FUTURE IS SOMETHING WE CREATE.

Our future is created by the young people in our classrooms today,
fostered by the educators invested in the pursuit of their potential,
and nurtured by the same community that will be the beneficiary of what they create.



EDUCATION AT THE CENTER OF A FLOURISHING COMMUNITY

École Secondaire Highwood High School Education Plan 2021-24 (Year 3)

Our 2021-2024 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

2021-22 School Annual Education Results Report

Twitter

Instagram

School Website

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3. [Truth and Reconciliation for Learner Success in Foothills School Division](#)

Vision

Engagement, Support and Success for each learner

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!

Priorities

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

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

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

[Board Policy 14: A Place for All](#)

Commitments

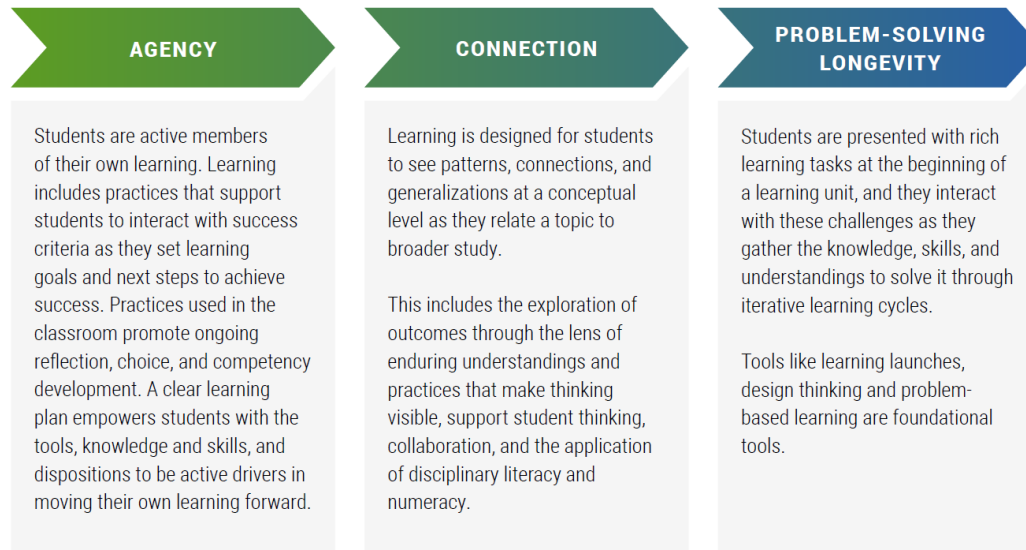
- Visionary leadership that inspires opportunities and initiatives to impact engagement, support and success for each learner and our communities
 - Engaging, communicating, and collaborating meaningfully with our learners and communities
- Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
- Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) and [AP 101: Annual Education Results Report](#). Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of [Alberta Education's Three-Year Business Plan](#). Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in [AP 118: Annual Assurance Actions](#) and [AP 102: School Annual Education Plan Results Report](#). Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

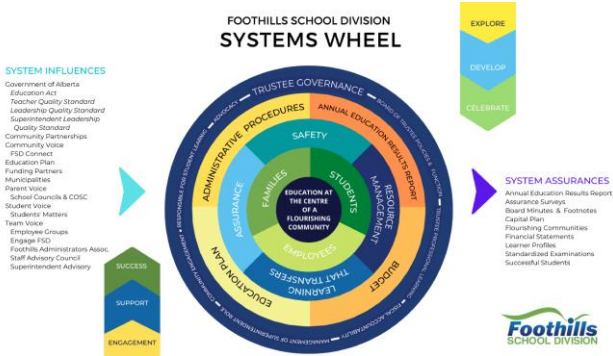
Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

Our Goals and Strategies		
Our Vision Engagement, Support and Success for Each Learner.	Commitments <ul style="list-style-type: none"> ▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division ▪ Engaging, communicating, and collaborating meaningfully with our learners and communities ▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging ▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities 	Our Priorities <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement

<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals:</p> <p>Advance Wellness and Well-being Advance Continuum of Supports</p> <p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Goals:</p> <p>Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p>Governance</p>		<p>Teaching and Leading</p>
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Goal:</p> <p>Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Our School



École Secondaire Highwood High School is a grades 9 to 12 school on Treaty 7 territory and Metis Region 3 in the community of High River, Alberta. We have approximately 500 students and a dynamic staff of over 40 to offer a broad range of Core Academic, French Immersion/French Second Language, Career and Technology Studies, Fine Arts, Registered Apprenticeship Program, Foothills Emergency Services Program as well as a wide array of complementary on/off campus courses, athletic programs, clubs, and activities. We incorporate the innovative use of technology at the school and throughout the Foothills School Division. We are proud to be a Professional Learning Team supported by ongoing professional development led by teachers for teachers. The central focus at Highwood is teaching for transfer and conceptual understanding, developing strong student-teacher-community relationships, ensuring greater levels of student learning for all. We are family.

It's a GREAT day to be a MUSTANG!
Once a MUSTANG always a MUSTANG!

School Intro Video

Education Plan Board Presentation

Our Celebrations and Highlights



Mustang Expo Day (2022)

Local Scholarships & Awards Ceremony (2022)

Our Annual Education Results Report 2021-22 Key Insights

Key Insights for Engagement, Support and Success

Our Story of Engagement



Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance stakeholder engagement and communications: Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: <ul style="list-style-type: none"> ▪ governance aligns with and is responsive to the needs and expectations of the learning community ▪ stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system ▪ communication provides assurance 	<ul style="list-style-type: none"> ▪ measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division ▪ stakeholder engagement informed decision making and education plans ▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>
<p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ Parent Involvement: Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ▪ Continuous Improvement: Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. ▪ Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ Stakeholder Engagement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures? ▪ FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures. ▪ Guiding Principles for Assurance: Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Stakeholder Engagement <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>

Strategy 1: Student Engagement

- Continue with focus on Conceptual Understanding and Teaching for Transfer
- **Overarching Critical Inquiry Questions**
 - How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?
 - How do we ensure meaningful transfer to life occurs through the way we plan for learning?
- Continue to promote student wellness activities - Wellness Wednesdays
- Continue to survey student needs and promote our Student Matters committee and their work
- Continue to promote student participation in Truth and Reconciliation projects - embed ongoing activities

Strategy 2: Staff Engagement

- Lead Team collaboration on all aspects of school planning
- All staff involved in Lead Groups at the divisional level
- Lead group working with Learning Services and Garfield Gini-Newman
- PLT structure, embedded time and learning focus
- Continue to promote staff participation in Truth and Reconciliation projects
- Continue to promote leadership opportunities, formally and informally, for staff through PLT, Leads, Leading and Learning, etc.

Strategy 3: Parent Engagement

- Parent surveys throughout the school year
- School Council involvement in decision making
- Use of School Council Facebook page
- Engagement opportunities through Assurance
- Use of school social media platforms (Twitter, Instagram)
- Bi-weekly communication out from classroom teachers to parents regarding programming, progress, and student supports
- Parent/Teacher Interviews
- Continue to promote parent participation in Truth and Reconciliation projects (i.e.) HILL (Highwood Indigenous Learning Landscape committee) and HICAD (Highwood Indigenous Cultural Appreciation Day)
- Use of live streaming for events

Strategy 4: Community Engagement

- Registered Apprenticeship, Work Experience, Green Certificate
- Foothills Emergency Responder Program
- Career Lab connections
- Community/PE program partnerships
- Hosting school and community events

- Fine Arts performance opportunities
- Regional Band collaboration opportunities
- Promote members at large on School Council
- Local scholarships & awards
- Daily posting of announcements on webpage
- School webpage platform and school calendar updates ongoing and relevant information posted
- Continue to promote community participation in Truth and Reconciliation projects

Strategy 5: Communications

- School and Divisional webpages
- School Messenger
- Admin messages/videos
- School calendar online
- School highway sign
- School communication (teacher, office, admin)
- Parent/Teacher Interviews
- School council facebook page
- School Twitter
- School Instagram

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ▪ building relationships ▪ engaging with education partners and stakeholders ▪ creating and sustaining a culture of continuous improvement and collective responsibility 	<ul style="list-style-type: none"> ▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success ▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts ▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement ▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity ▪ Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities ▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans

- fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements
- provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

Measures and Targets

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

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Continuous Improvement and Assurance

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Gathering Current and Relevant Data Through:

1. Student Engagement Survey
2. Assurance Survey
3. PLT Survey
4. School Improvement Plan Survey
5. Student Matters

6. Student Council
7. School Council

Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement:

Relationship Building with Stakeholders:

Students

- a. Continue building student opportunities for student voice, decision making and problem solving to ensure school growth.
- b. Continue to focus and develop competencies for personal growth wellness and wellbeing.
- c. Continue to focus and develop Career Futures, especially grade 9 CTF offerings and connections to High School

Staff

- a. Staff Lead Team meetings
- b. Divisional Lead Teacher meetings
- c. PD Day collaboration on SIP and current data
- d. Staff learning opportunities

Parents

- a. Regular Emails / Phone Calls to establish connection and relationship with parents/guardians as part of Continuum of Support.
- b. Time set aside each staff meeting / PD Day to fulfill communication requests
- c. Biweekly Learning Communication that Focuses on Key Concepts for Transfer and Associated Competencies.

Community

- a. Build connections to support Career Planning in CTF/CTS, Off Campus Learning (Green Certificate, RAP, Work Experience) and all Subject Areas.
- b. Connections with CTF/CTS Coordinator and Learning Services
- c. Build connections to support Fine Arts programs and all subject areas

Our Story of Support



Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ learners are active, healthy, and well ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance Wellness and Well-being

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

*Strategies continued from 2021-22 (Year 1)

*Strategies revised or added for 2022-23 (Year 2)

*Strategies revised or added for 2023-24 (Year 3)

Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.

- Relationship building between stakeholders to improve collaboration school culture at the Universal Level.
- Visibility, communication, capacity building and application of supports and services available to students, parents, and staff at the Universal Level.
- Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
- Bring attention to CTF/CTS promotions and connections
- Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.
- Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
- Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.
- Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.
- Continue to use morning announcements to disseminate information regarding wellness (i.e.) Wellness Wednesdays – a topic is discussed each Wednesday that relates to student and staff wellness (i.e., sleep patterns, nutrition, healthy relationships, etc.)
- Continue to offer wellness Wednesday staff & student walk and talks

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance our Continuum of Supports: Continue to develop and advance our continuum of support.	<ul style="list-style-type: none"> ▪ learners contribute to developing and advancing cultures of wellness and well-being ▪ learners contribute to and feel welcomed, cared for, respected and safe ▪ learners access a robust continuum of supports ▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change ▪ students will build resilience and positive mental health skills ▪ students will know the difference between and how to manage health stress and traumatic stress 	<ul style="list-style-type: none"> ▪ improved wellness and wellbeing in students and staff ▪ all students and staff demonstrate understanding and respect for the uniqueness of all learners ▪ all learning environments are welcoming, caring, respectful and safe ▪ learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations ▪ improved understanding of an inclusive education system is shared by all education partners ▪ collaboration with education partners to support learning ▪ cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness ▪ structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities ▪ programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

Measures and Targets

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

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

Strategies to Advance a Continuum of Supports

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.

- Relationship building between stakeholders to improve collaboration school culture at the Universal Level.
- Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.
- Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.
- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs
- Bring attention to CTF/CTS promotions and connections

Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.

- Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.
- Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another.
- Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.

Our Story of Success



Truth & Reconciliation Project

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance innovation and design: Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	<ul style="list-style-type: none"> ▪ learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>	
Provincial <ul style="list-style-type: none"> ▪ Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school. ▪ Program of Studies: Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies. ▪ Work Preparation: Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. ▪ Citizenship: Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. ▪ Overall Quality of Education: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education. ▪ Lifelong Learning: Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. ▪ Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. 	
Local <ul style="list-style-type: none"> ▪ FSD Assurance Survey (Parent): Increase/maintain percentage of parents satisfied with Assurance Measures. ▪ Student Intellectual Engagement Survey: Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement, student growth and achievement. 	

Strategies to Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>
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Career programs and exploration that develops life-long learners and active citizens that are prepared for the future.

- Ongoing communication and collaboration with CTF/CTS Division Lead.
- Continue with CTF/CTS leads
- Career Lab/CALM connections through Michael Koehler
- Fine Arts connections through Jace Stearn and Dylan Wiest
- Focus on new CTF/CTS and Fine Arts continuums both at HHS and with our feeder schools
- Develop new focus for CTF and Fine Arts offerings at HHS for grade 9, focussing on career futures, exposure to multiple pathways and experiences.
- Promote and develop CTF/CTS/Fine Arts development through PLT structures.
- Utilize MyBlueprint with students as an exploratory and portfolio tool
- Connect MyBlueprint portfolios and inventories with Career and Academic counselling opportunities

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance learning that transfers: Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	<ul style="list-style-type: none"> ▪ learners will be able to explore and develop their skills and passions and achieve their highest potential ▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<ul style="list-style-type: none"> ▪ improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts ▪ improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals ▪ learners apply knowledge, understanding and skills in real life contexts and situations

Measures and Targets

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

Strategies to Advance Learning that Transfers

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?

- Continue with focus on Conceptual Understanding and Teaching for Transfer (third year)
- Celebrate the fantastic planning and design that happened last year but use what was learned to drive our planning and design this year.
- Focus on assessment and designing rich assessment tasks for Year 3.
- **Overarching Critical Inquiry Questions**
 - How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?
 - How do we ensure meaningful transfer to life occurs through the way we plan for learning?
- How do we ensure meaningful transfer to life occurs through the way we plan for learning?"
- Continue to partner with Learning Services with School Professional Learning Plan
- Collaborate with OHS, CIM and SRMS and TC2 for staff professional development
- Build process and expectations for PLT meetings and share outs on school PD days.

[PLT Year End Presentation and Summary of Transfer Work](#)

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance literacy and numeracy: Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable	<ul style="list-style-type: none"> ▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy ▪ learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades

	students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning	<ul style="list-style-type: none"> ▪ improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) ▪ improvement in foundational numeracy and mathematical knowledge and skills for all students
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Measures and Targets

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

Provincial

▪ Learning Outcomes (PAT & Diploma):

- Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.

▪ **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)

▪ **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.

▪ **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance Literacy and Numeracy

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Have both Literacy and Numeracy goals, targets, and implementation strategies as part of instructional design

- Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks
- Include literacy and numeracy development as part of teacher PLT meetings

Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12.

- Promote staff through both literacy and numeracy leads on divisional days

Numeracy

- Continue work to Design Instruction that uses an Iterative Approach through the Strands to ensure deep understanding and transfer
- Implement strategies and PD associated with PLT and school Numeracy Focus CIP grant
- Working with the CRC and Rosalin to develop further math programming and professional development with our CIP funding

Literacy Approach

- Content/Academic Language
- Comprehension Development
- Strategies Backpack

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance First Nations, Métis, and Inuit student success: Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	<ul style="list-style-type: none"> ▪ First Nations, Métis and Inuit learners are successful ▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences 	<ul style="list-style-type: none"> ▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences ▪ learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success ▪ all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools ▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success ▪ First Nation, Metis and Inuit families that are actively involved in educational decisions

- the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement

Measures and Targets

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

Provincial

▪ Learning Outcomes (PAT & Diploma):

- Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
- Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

▪ **High School Completion Rate (3 and 5 years):** Increase/maintain high school completion rate our First Nations, Métis, and Inuit students.

▪ **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

▪ **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.

▪ **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

▪ **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.

▪ **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

▪ **Cultural Perspectives (Student Intellectual Engagement) Survey:** Increase percentage of students (all students and self-identified First Nations, Métis, and Inuit Students) that agree or strongly agree that they have the understandings, attitudes, and beliefs of First Nations, Métis, and Inuit cultures and Truth and Reconciliation.

▪ **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Strategies to Advance First Nations, Métis, and Inuit student success

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Safe, Caring, and Welcoming Environment for First Nations, Metis, and Inuit students.

- Promote staff through FNMI leads on divisional days
- Making reconciliation visible school projects accessible to full school and parents
- Involve students, parents, and community on school reconciliation committee
- First Nations, Metis and Inuit Truth and Reconciliation offerings sent home to full school community
- Continue developing our HILL and HICAD committees and continue with honouring May 12th (Moose Hide Day) with a school wide celebration/event
- Continue our partnership with Keith Lefthand from Eden Valley
- Incorporating more FNMI and truth & reconciliation into our graduation ceremony to honour our indigenous students
- Continue with teepee raising ceremonies, grass dancers, etc.
- Work toward developing an Indigenous studies course to offer second semester
- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <u>GOA, Ministry of Education – Business Plan 2020-23, p.56</u></p>	<ul style="list-style-type: none"> ▪ improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all ▪ teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation ▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice ▪ teachers and leaders improve their professional practice in learning for transfer ▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning

		<ul style="list-style-type: none"> ▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning
<p style="text-align: center;">Measures and Targets</p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;">Provincial</p> <ul style="list-style-type: none"> ▪ In-service jurisdiction needs: Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. <p style="text-align: center;">Local</p> <ul style="list-style-type: none"> ▪ FSD Professional Learning Survey: Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented. ▪ Evidence of Principles and Practices that tell the story of learning and provides assurance of continuous improvement and student growth and achievement. 		

<p style="text-align: center;">Strategies to Advance Excellence in Teaching, Learning, and Leading</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>
<p>Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD, PLT, Staff meetings</p> <ul style="list-style-type: none"> ● Embedded PLT time ● PLT leads ● Department TPGP ● Individual IPGP connect to school goals ● Lead team input into Professional Learning Plans ● Leads involved in school and divisional learning ● Focus of all PD days and teacher growth <p>Work collaboratively with other lead FSD Schools and teacehrs, supported through FSD Learning Team.</p> <ol style="list-style-type: none"> 1) Planning Guides 2) Playlists 3) Staff Learning Link 4) Lead Team work/sharing through Cynthia/Garfield/Learning Services <p>Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of High School Design, Literacy, Numeracy, Innovation and</p>

