

# École Secondaire Highwood High School Education Plan 2021-2024

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

*Follow Links to:*

[School Annual Education Results Report](#)  
[School Website](#)



**About École Secondaire Highwood High 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 550 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 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.

### School Intro Video



### **Providing Assurance**

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

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

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

**We looked at several data points from the provincial, divisional, community and school level to inform the design of our strategies and areas of focus moving forward. In collaboration with these stakeholders, we broke these strategies down into Engagement, Support and Success. Each stakeholder group (students, school staff, parents, divisional staff and community) were also collaborators and had direct input on the development of these strategies.**

### **Engagement**

**Based on School Developed Parent Survey, Student Matters Survey and Student Engagement Survey:**

- Continue to focus on collecting voice from students, staff, parents and the larger community
- Continue to discuss opportunities for engagement with all our stakeholders in an open and honest format
- Continue to address issues and growth with school citizenship within the school and community
- Continue to work with school council, student council, school lead team, student matters and other influencers to gather voice and input

### **Support**

**Based on SOS-Q survey, Alberta Accountability Pillar, MIPI/Grade data and Student Engagement Survey:**

- Continue to discuss all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholders
- Continue to focus on First Nations Metis and Inuit education - Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students
- Continue to focus on literacy and numeracy competencies as part of instructional design

### **Success**

**Based on staff PLT survey, Student Engagement Survey, Alberta Accountability Pillar and School Developed Parent Survey:**

- Continue to pursue staff professional development for Conceptual Understanding and Teaching for Transfer in partnership with FSD Learning Services, OHS, CIM and SRMS
- Continue to engage all stakeholders in conversations regarding educational programming, excellence and opportunities for students.
- Continue to focus on the success of all students, including First Nations, Metis and Inuit
- Continue to focus on student engagement and utility of school through programming and practice that aligns learning with career exploration and career futures
- Continue to work towards effective CTF/CTS transitions and programming tied to real world experiences.

# Engagement

*for each learner*

Engagement that is timely, meaningful and collaborative

***Our story of engagement for each learner at our school***



<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance stakeholder engagement and communications</b></p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of our School in relation to provincial assurance domains and the Division priority of</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>● stakeholder engagement improves decisions made and provides assurance, trust and confidence in the system.</li> <li>● communication provides assurance.</li> </ul>	<ul style="list-style-type: none"> <li>● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the School.</li> <li>● Stakeholder engagement informed decision making and education plans.</li> </ul>

engagement, support and success for each learner.

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

#### Strategy 1: Student Engagement

- Continue with focus on Conceptual Understanding and Teaching for Transfer - “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

### Measures and Targets

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

#### Provincial

- **Parent Involvement:** Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

#### Local

- **Stakeholder Participation Rates:** Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities.
- **Stakeholder Involvement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

- Month at a Glance and School Newsletter
- Continue to promote parent participation in Truth and Reconciliation projects
- Use of live streaming for events

**Strategy 4: Community Engagement**

- Registered Apprenticeship, Work Experience, Green Certificate
- 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
- 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 plans
- Parent/Teacher Interviews
- School council facebook page
- School Twitter
- School Instagram

<p align="center"><b>Goal</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p align="center">Assurance has been achieved through:</p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
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<p><b>Advance evidence-based continuous improvement and assurance.</b> Learners communicate, collaborate and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> <li>● Building relationships.</li> <li>● Engaging with education partners and stakeholders.</li> <li>● Creating and sustaining a culture of continuous improvement and collective responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● The School's Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities.</li> <li>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.</li> <li>● The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</li> </ul>
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<p style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Gathering Current and Relevant Data Through:</p> <ol style="list-style-type: none"> <li>1. Student Engagement Survey</li> <li>2. Assurance Survey</li> <li>3. PLT Survey</li> <li>4. School Improvement Plan Survey</li> <li>5. Student Matters</li> <li>6. Student Council</li> <li>7. School Council</li> </ol> <p>Engaging Educational Stakeholders to build relationships to enhance collaboration and decision making to support student learning and ensure continuous school improvement:</p>	<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Parent Involvement:</b> Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>● <b>Continuous Improvement:</b> Increase in percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>● <b>Overall Quality of Basic Education:</b> Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul> <p><b>Local</b></p>
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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

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

**Assurance Links for ENGAGEMENT**

For Further Information Follow Links to:



# Support

*for each learner*

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

## Our story of support for each learner at our school



### Goal

*Desired Result*

### Outcomes

*Measurable statements of what FSD seeks to achieve.*

### Indicators

*Indicators of achieving outcomes.*

<p><b>Advance wellness and well-being</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>• Learners contribute to developing and advancing cultures of wellness and well-being.</li> <li>• Learners contribute to and feel welcomed, cared for, respected and safe.</li> <li>• Learners access a continuum of support.</li> </ul> <p>“Students will learn</p> <ul style="list-style-type: none"> <li>• to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• to build resilience and positive mental health skills for suicide prevention</li> <li>• to know the difference between and how to manage health stress and traumatic stress”</li> </ul> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<ul style="list-style-type: none"> <li>• Improved wellness and wellbeing in students and staff .</li> <li>• All students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>• All learning environments are welcoming, caring, respectful and safe.</li> <li>• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>• Improved understanding of an inclusive education system is shared by all education partners.</li> <li>• Improved collaboration with education partners to support learning.</li> <li>• Improved wrap around services and supports that enhance conditions required for optimal learning and wellness.</li> <li>• Structures and systems continually improve to support learning and meet the needs of students, families, staff and communities.</li> </ul>
<p style="text-align: center;"><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes (Share 1 to 3 Strategies)</i></p> <p>Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.</p>	<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> Increase in the percentage of teachers, parents and students who agree that students are safe at school, are learning the</li> </ul>	

<ul style="list-style-type: none"> <li>● Relationship building between stakeholders to improve collaboration school culture at the Universal Level.</li> <li>● Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.</li> <li>● Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.</li> <li>● Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.</li> <li>● Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs</li> <li>● Bring attention to CTF/CTS promotions and connections</li> </ul> <p>Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.</p> <ul style="list-style-type: none"> <li>● Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing.</li> <li>● 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.</li> <li>● Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups.</li> <li>● Continue to frame ‘Go-to person’ and educate students around this concept as we build our framework for the year, then survey students to indicate who their go-to person is and target students who still need to make a connection still.</li> </ul>	<p>importance of caring for others, are learning respect for others and are treated fairly in school.</p> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.</li> <li>● <b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>
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<p><b>Goal</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance our Continuum of Supports</b> Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to</p>	<p>Programs, services, strategies and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.</p> <ul style="list-style-type: none"> <li>● Students and staff demonstrate understanding and respect for the uniqueness of all learners.</li> <li>● Learning environments are welcoming, caring, respectful and safe.</li> </ul>

	<p>(e) provide a continuum of support and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional support.” <i>Alberta Guide to Education, Page 27</i></p>	<ul style="list-style-type: none"> <li>● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.</li> <li>● Education partners fulfill their respective roles with a shared understanding of an inclusive education system.</li> <li>● Collaboration with education partners to support student learning and well-being.</li> <li>● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.</li> <li>● Structures and systems support learning and meet the needs of students, families, staff and communities.</li> </ul>
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<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Improve Visibility and Implementation of structures and strategies within the Continuum of Supports.</p> <ul style="list-style-type: none"> <li>● Relationship building between stakeholders to improve collaboration school culture at the Universal Level.</li> <li>● Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level.</li> <li>● Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level.</li> <li>● Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.</li> <li>● Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs</li> <li>● Bring attention to CTF/CTS promotions and connections</li> </ul> <p>Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing.</p>
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<p style="text-align: center;"><b>Measures and Targets</b></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><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Program Access:</b> Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> <li>● <b>Students at Risk:</b> Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>● <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.</li> <li>● <b>School Continuum of Supports</b> Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.</li> <li>● <b>School-based Students’ Matters Engagement</b></li> </ul>
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- 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 frame 'Go-to person' and educate students around this concept as we build our framework for the year, then survey students to indicate who their go-to person is and target students who still need to make a connection still.

Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.

- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

### Assurance Links for SUPPORT

For Further Information Follow Links to:

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

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

# Success

*for each learner*

Student Growth and Achievement

Our story of success for each learner at our school



Truth & Reconciliation Project

<p><b>Goal 1</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance innovation and design</b> Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<p>“Students will integrate the broad knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>
<p><b>Strategies</b></p>		<p><b>Measures and Targets</b></p>

*Strategies are actions taken to achieve goals and desired outcomes.  
(Share 1 to 3 Strategies)*

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, Lori Isberg.
- 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 tool

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

**Provincial**

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Increase in percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

**Local**

- **Student Intellectual Engagement Survey:** Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **MyBluePrint:** Evidence of advancing use of myBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

<p><b>Goal 2</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance learning for transfer</b> Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p>	<ul style="list-style-type: none"> <li>● Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.</li> <li>● Improvement in students using ongoing feedback to reflect continuously on</li> </ul>

	<p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<p>progress, identify strengths and areas of need and set new learning goals.</p>
<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p><i>FSD: How can we best ensure meaningful transfer to life occurs through the way we plan for learning?</i></p> <ul style="list-style-type: none"> <li>● Continue with focus on Conceptual Understanding and Teaching for Transfer - “How do we ensure meaningful transfer to life occurs through the way we plan for learning?”</li> <li>● Continue to partner with Learning Services with School Professional Learning Plan</li> <li>● Collaborate with OHS, CIM and SRMS and TC2 for staff professional development</li> <li>● Build process and expectations for PLT meetings and share outs on school PD days.</li> </ul>	<p style="text-align: center;"><b>Measures and Targets</b></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><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Overall Quality of Education:</b> Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>● <b>Lifelong Learning:</b> Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.</li> <li>● <b>Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:</b> Growth and Improvement shown in each area.</li> </ul> <p><b>Local</b></p>	



	<ul style="list-style-type: none"> <li>● <b>Student Intellectual Engagement Survey:</b> Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).</li> <li>● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide.</li> <li>● <b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>
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<p><b>Goal 3</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance First Nations, Métis and Inuit student success</b></p> <p>Advance First Nations, Métis and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<ul style="list-style-type: none"> <li>● Improved programs, services, and strategies for First Nations, Métis and Inuit student success.</li> <li>● 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.</li> <li>● The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs.</li> <li>● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.</li> </ul>

## Strategies

*Strategies are actions taken to achieve goals and desired outcomes.  
(Share 1 to 3 Strategies)*

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
- Involve students, parents and community on school reconciliation committee
- First Nations, Metis and Inuit Truth and Reconciliation offerings sent home to full school community

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

## Measures and Targets

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

### Provincial

- **Learning Outcomes (PAT & Diploma):**

- Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
- Increase in FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students.
- Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.

### Local

- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in percentage of students who are at or above grade level expectations in Grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase in percentage of students who scored 50% or more in Grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- Evidence of **tools, services** and **strategies** that demonstrate advancing FSD First Nations, Métis, and Inuit learner success.
- Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and

		student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)
<p><b>Goal 4</b> <i>Desired Result</i></p> <p><b>Advance literacy and numeracy</b> Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>Learners are literate and numerate</p> <p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>● Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades.</li> <li>● Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>● Improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>
<p><b>Strategies</b> <i>Strategies are actions taken to achieve goals and desired outcomes. (Share 1 to 3 Strategies)</i></p> <p>Have both Literacy and Numeracy goals, targets and implementation strategies as part of instructional design</p> <ul style="list-style-type: none"> <li>● Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks</li> <li>● Include literacy and numeracy development as part of teacher PLT meetings</li> </ul> <p>Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12.</p>	<p><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>● <b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>○ Increase in FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.</li> <li>○ Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>Promote staff through both literacy and numeracy leads on divisional days</li> </ul>	<p><b>Local</b></p> <ul style="list-style-type: none"> <li><b>RRST (Reading Readiness in English &amp; French):</b> Increase in percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> <li><b>GRADE (Literacy Assessment in English):</b> Increase in percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.</li> <li><b>GB+ &amp; DRA (Literacy Assessments in French):</b> Increase in percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.</li> <li><b>MIPI (Math Assessment in English &amp; French):</b> Increase in percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</li> <li><b>School Professional Learning Plans</b> indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment.</li> <li><b>Evidence of Principles and Practices</b> that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)</li> </ul>
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<p><b>Goal 5</b> <i>Desired Result</i></p>	<p><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b> <i>Indicators of achieving outcomes.</i></p>
<p><b>Advance excellence in teaching, learning and leading</b> that 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.</p> <p>FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective</p>	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement and reflective practice.</li> </ul>

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.” *Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56*

- Teachers and leaders improve their professional practice in learning for transfer.
- Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.  
(Share 1 to 3 Strategies)*

Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD, PLT, Staff meetings

- Embedded PLT time
- PLT leads
- Department TPGP
- Lead team input into Professional Learning Plans
- Leads involved in school and divisional learning

Work collaboratively with four other lead FSD Schools, supported through FSD Learning Team.

- 1) Planning Guides
- 2) Playlists
- 3) Staff Learning Link
- 4) Lead Team work/sharing through Cynthia/Garfield

Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of High School Design, Literacy, Numeracy, Innovation and Design, Inclusive Learning and Indigenous Learning/Support

### Measures and Targets

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

#### Provincial

- **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.

#### Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices** that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

## Assurance Links for SUCCESS

For Further Information Follow Links to:

Innovation and Design/Career Futures

FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources

French Language Arts Excellence Commitments and French Services

To Achieve our Education Plan we focus on  
Engagement, Support and Success for each learner

**Our Vision**

Engagement, Support and Success for Each Learner.

**Our Mission**

Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them...


**Our Commitments for Optimum Student Learning**





**Our Priorities**

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

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

Develop them...Celebrate them.		<i>Optimum student learning is achieved through engagement, support and success.</i>		<b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.	
<b>Engagement</b>		<b>Support</b>		<b>Success</b>	
<b>Local and Societal Context</b>		<b>Learning Supports</b>		<b>Student Growth and Achievement</b>	
<b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.		<b>Assurance Measure:</b> 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.		<b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.	
<b>Governance</b>				<b>Teaching and Leading</b>	
<b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency and accountability.				<b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.	
<b>Engagement</b>		<b>Support</b>		<b>Success</b>	
<b>Local and Societal Context</b>		<b>Learning Supports</b>		<b>Student Growth and Achievement</b>	
<b>Goal 1</b> Advance stakeholder engagement and communication	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement and Communications</a>	<b>Goal 1</b> Advance wellness and well-being	<b>Strategic Plan</b> <a href="#">Wellness and Well-being</a>	<b>Goal 1</b> Advance innovation and design	<b>Strategic Plan</b> <a href="#">Innovation and Design</a>
		<b>Goal 2</b> Advance our continuum of support	<b>Strategic Plan</b> <a href="#">Continuum of Support</a>	<b>Goal 2</b> Advance literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>

					
<b>Governance</b>		<p><u><b>Vision 2034: Prepared for the Future</b></u></p> 		<p><b>Goal 3</b> Advance First Nations, Métis and Inuit student success</p>	<p><b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit student success</a></p>
<p><b>Goal 2</b> Advance evidence-based continuous improvement and assurance</p>	<p><b>Strategic Plan</b> <a href="#">Continuous Improvement and Assurance</a></p>			<p><b>Goal 4</b> Advance learning for transfer</p>	<p><b>Strategic Plan</b> <a href="#">Learning for Transfer</a></p>
<b>Teaching and Leading</b>				<p><b>Goal 5</b> Advance excellence in teaching, learning and leading</p>	<p><b>Strategic Plan</b> <a href="#">Excellence in teaching, learning and leading</a></p>