



# 2024 – 2029 EDUCATION PLAN YEAR 1

## École Secondaire Highwood High School

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# WELCOME TO OUR EDUCATION PLAN

## SCHOOL EDUCATION PLAN 2024-2029 (YEAR 1)

Our 2024-2029 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.

[Our 2022-23 School Annual Education Results Report](#)

### OUR 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 Homeland of the Métis. View our [Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

**School Land Acknowledgement:** Please find our updated Land Acknowledgement in English and French [here](#). For our recorded version, please go [here](#).

### 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...Develop them...Celebrate them!

### OUR PURPOSE

Education at the centre of a flourishing community.

### 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.

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

### OUR DIVISION

[Board of Trustees](#)

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


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

[Accountability and Assurance](#)

[Alberta Education and Foothills School Division Goal Alignment](#)

[Systems Thinking](#)

# OUR GOALS & ASSURANCE MEASURES

ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><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.</p>	<p><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<p><b>Governance</b></p> <p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.</p>		<p><b>Teaching and Leading</b></p> <p><b>Goal:</b> Advance Excellence in teaching, learning and leading.</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).</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 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.

KEY  
INSIGHTS

# OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

## GOALS

### Strategy 1: Student Engagement

- Continue with focus on student engagement through Students' Matters.
- Continue to promote student wellness activities – Open gym, Clubs, Wellness activities.
- 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.
- Collaborative structures to advance teaching, learning and leading.
- Continue to promote staff participation in Truth and Reconciliation projects.
- Continue to promote leadership opportunities, formally and informally, for staff through professional learning teams, student support team, shared and distributed leadership, Leading and Learning, etc.
- Engage staff and gather voice to inform decision making.

### Strategy 3: Parent Engagement

- Parent surveys throughout the school year.
- School Council involvement in decision making.
- Engagement opportunities as outlined in Guiding principles of Assurance.
- Use of school social media platforms to share information and celebrations.
- 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.

## MEASURES AND TARGETS:

### PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.

- 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 communication plan and System of Reporting
- School Messenger
- Admin messages/videos, School online calendar, School highway sign
- School communication (teacher, office, admin), Parent/Teacher Interviews, School social media.

**Advance evidence-based continuous improvement and assurance by:**

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
  - Look at data with stakeholders to identify key insights including areas of strength, areas for growth and next steps to inform the development of the education plan and strategies implemented.
  - Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
  - Gathering voice of students, staff, and parents to inform decision making on a regular basis.
  - Continue to provide timely Assurance reporting so that education partners can assess school successes.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
  - Create an understanding of the guiding principles of assurance.
  - Advance the understanding of education partners around leveraging assurance data to collaboratively plan for improving student growth and achievement.

**VIEW OUTCOMES AND INDICATORS**



# OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

## GOALS

### Advance wellness and well-being:

- Continue to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity.
  - Continue to improve visibility and Implementation of structures and strategies for wellness and well-being.
  - Continue to promote, develop, and involve all stakeholders in school wellness initiatives and ongoing programming to promote wellness and well-being.
  - 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 Students' Matters and Student Council groups.
  - Support student connections with staff and target students who lack a 'go to person'.
  - Leverage Students' Matters and Student Orientation to School – Questionnaire (SOS-Q) data to identify areas for growth and develop and implement creative solutions to address these areas of growth using the Comprehensive School Health Framework.
  - Continue to build a trauma-informed culture including positive behaviour supports and restorative practices as part of creating healthy school culture and an inclusive learning environment.

### Advance a continuum of supports:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
  - Continue to Improve visibility and implementation of structures and strategies within the Continuum of Supports.
  - Building meaningful relationships between stakeholders to improve collaboration and school culture in support of student success.
  - Continue to develop a shared understanding and application of principles of an inclusive education.

## MEASURES AND TARGETS:

### PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the 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.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **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.

- Continue to collaborate and work together as a student support team and full staff to support student success.
- Continue to advance academic, social/emotional, and behavioural support for all students.
- Continue to collaborate with all partners to support student success.
- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.

## VIEW OUTCOMES AND INDICATORS

# OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

## GOALS

### Advance innovation and design:

- Continued implementation of the Framework for Innovation and Design: Learning that Transfers – for Career and Technology Foundations (CTF), and Career and Technology Studies (CTS) to support deep and transferrable Learning through design thinking while exposing students to a breadth of possible careers.
  - Student experiences are designed for deep and transferrable learning.
  - Learners develop **competencies** to prepare them for their future.
- Advance Career Education to provide students with real world experiences that prepare them for their future.
  - Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce.
  - Provide career education programming that enables students to explore and experience various occupations.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps.
  - Continue to develop school-based career supports including Administrators, Academic and Career Advisors, and Off-campus Coordinator to lead career-based education for all students.
  - Continue to support a variety of career-based programming.
  - Continue to work with industry and educational partners to expand learning opportunities for students.

### Advance learning that transfers by:

- Continue to design learning through the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.
  - Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context.

## MEASURES AND TARGETS:

### PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** 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 (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** 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, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** 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).



- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.
  - Select the most suitable tools to ensure all students are able to achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning.
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
  - Teachers design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study. Design includes the exploration of outcomes through the lens of enduring understandings and knowledge and skills. Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application.
- Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.
- Increase understanding of high impact, research-based assessment, grading, evaluating, and reporting principles.

## VIEW OUTCOMES AND INDICATORS

## GOAL

### Advance literacy and numeracy by:

- Advance use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Advance the use and consistent application of assessments to inform teacher practice, class/school-based interventions, and support student growth and achievement.
- Set 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 Professional Learning Team meetings.

## VIEW OUTCOMES AND INDICATORS

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **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.
- **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)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELFL (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELFL exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.

# OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

## GOAL

### Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
  - Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.
  - 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.
  - Create culturally responsive classrooms and teaching practices that acknowledge and respect students' cultural backgrounds, languages, and identities and meet the needs of diverse learners.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
  - Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.
  - Collaborate with local First Nation, Métis, and Inuit Elders, leaders, and community to support cultural learning and accurate depiction of Indigenous worldviews as evident in curriculum.
  - Support holistic and trauma informed practice by creating safe, supportive, and inclusive learning environments that honour Indigenous cultures, histories, and identities so that Indigenous students feel supported, understood, and able to fully engage in their learning.
- Support the implementation of Truth and Reconciliation Commission recommendations.
  - Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and

## MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
  - Increase in 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 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.
- **High School Completion Rate (AEAM):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **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.
- **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).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.

embracing of Indigenous worldviews for optimum student success.

- Continue developing our HILL and HICAD committees and continue with honouring Moose Hide Day with a school wide celebration/event.
- Making reconciliation visible through school projects accessible to full school, parents and community.
- Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.

## VIEW OUTCOMES AND INDICATORS

### GOAL

#### **Advance excellence in teaching, learning, and leading:**

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.
  - Cultivate a culture of high expectations for all.
  - Cultivate a culture of distributed leadership where individuals can take on and develop leadership skills.
  - Professional learning will support wellness and well-being and will contribute to a flourishing learning community.
  - Advance student growth and achievement through a sustained focus on optimizing teaching, learning, and leading where teachers and leaders are committed to, professional collaboration, reflective practice, and continual improvement of instruction and assessment within dynamic and complex learning environments and contexts.

### MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** 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.
- **FSD Teacher Survey:** teachers and leaders indicate growth in their professional practice to ensure optimum student learning and continuous improvement.

- **Develop and demonstrate a professional body of knowledge and provide instructional leadership.**
  - Apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practices.
  - Grow professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.
  - Ensure student assessment and evaluation practices are fair, appropriate, evidence-informed and in accordance with the system of reporting.
  - Enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values through sound design, instruction, and resources.
  
- **Create inclusive learning environments where high quality teaching, learning, and leading occur.**
  - Build capacity to respond to the learning needs of all students.
  - Build capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices.
  - Build capacity to support student success in inclusive, caring, welcoming and safe learning environments.
  - Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
  - Employ relationship building strategies that promote positive, engaging learning environments where everyone can flourish.

[VIEW OUTCOMES AND INDICATORS](#)