

# Welcome to EFCHS/AHSFA Ed Plan Year 3(2023-2024)

*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**

## **Ecole Foothills Composite High School/Alberta high school of Fine Arts 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.

**Ecole Secondaire Foothills Composite High School/Alberta High School of Fine Arts**

### 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

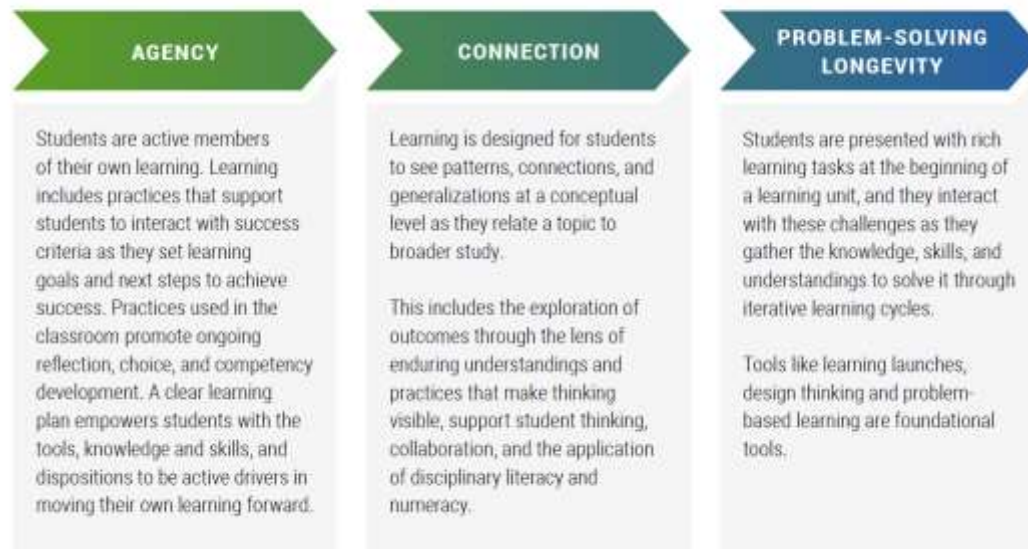
### Accountability and Assurance

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

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<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>
<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>
<b>Governance</b>		<b>Teaching and Leading</b>
<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, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> 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 Foothills Composite High School and Alberta High School of Fine Arts High School work together in our building to ensure all student needs and interests are met. We are unique in that although there are two schools in our building, we offer all courses in our school to all students.

As for demographics, we serve the learning needs of approximately 1450 students in Grades 10,11 and 12 in within the Okotoks School boundary. Currently there are approximately 60 teachers and 20 support staff with a common goal of “Improving Learning for ALL Students.”

We are committed to academic excellence in all areas of education: academics, the arts, athletics, and career and technology instruction. Together with strong character education, we believe these are all equally important contributors to the development and future employability of our students. We have safe, caring, and inclusive learning environments for our students.

Our Alberta High School of Fine Arts School, which is an integral part of our school community, is recognized for award-winning performances in all facets of art, choir, theatre, dance & music. AHSFA (Alberta High School of Fine Arts) is the perfect steppingstone to advancing in the Arts. We also host a vibrant French Immersion Program, where students improve their French Literacy skills both through taking courses in Social Studies and French Language Arts. Students in the French Immersion program are exposed to a variety of authentic learning experiences in the French Language.

## Our Celebrations and Highlights

Here are a few highlights and celebrations that have been shared through local media outlets:

**EOFCHS/AHSFA Website Newslink:** [News link](#)

### Articles from local news Sources:

- [Learning from a Siksika Elder](#)
- [New Media](#)
- [Skills competition](#)
- [Mechanics](#)
- [Clothing Drive](#)

- [Musical-Bye-Bye Birdie](#)
- [Paint a Potty Project](#)
- [Paint a Potty Winners](#)
- [Music Students soar in Niagara](#)
- [Concert Band](#)
- [Choir](#)
- [Football](#)
- [Volleyball](#)
- [Basketball- Sheep River Shoot Out](#)
- [Basketball Falcons to Provincials](#)

## Our Annual Education Results Report 2021-22 Key Insights

### Key Insights for Engagement

At FCHS/AHSFA, we encourage student opportunities to lead and serve our school and community. We strive to regularly seek and respond to student, parent, community, and staff voice when considering learning structures and decisions, organizing school spirit activities, and participating in community initiatives.

Areas of Strength	Areas for Growth
Reinstated student opportunities to near pre-COVID levels Graduation was a highlight Partnerships with Oilers, Raiders, and DAWGS School (parent) council continued in an online format, allowing for increased participation	Student Citizenship results on surveys is low
	Next Steps
	Clear, concise communication to students about opportunities available to them Opportunities for leadership for students in the school. Continuum of supports review and implementation

### Key Insights for Support

**Grade Level Teams** (Grade-level admin, Learning Coach, Academic Counsellor, and Family School Liaison Counsellor) meet weekly to discuss students of concern. The grade level team starts the support process, by putting strategies/plans into action for a two-week period. This could include consultation with teachers and parents. If after two weeks, the grade level team feels additional expertise is needed, the student should be referred to SRT.

**Student Resource Team (SRT):** is a school-based team (All grade levels) that meets biweekly to determine strategies and supports for students. The student resource team is comprised of counselors (family school liaison counselors, connections counselor), learning coaches, and administrators. The primary purpose of SRT is collaborative problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.

**Interventions/Supports/Strategies:** instructional strategies to support a student, behavioural or social/emotional supports, further testing or a formal assessment, recommendations to community support options for a student/family, meeting with grade level team and parents, referrals to our FSD support

<b>Areas of Strength</b>	<b>Areas for Growth</b> Student internal resilience
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Safe and Caring School Environment.</li> <li>• Student access to support and services.</li> <li>• Students handling school-work pressures.</li> <li>• Student external resilience.</li> <li>• Peer relations.</li> </ul>	<p><b>Next Steps</b></p> <p>Continue to provide students with flex time to support learning and wellness. Continue to effectively use SRT in identifying and supporting students at risk.</p>

### Key Insights for Success

#### Innovation and Design

We have many opportunities for students at this school in the areas of Innovation and Design within our CTS (Career and Technology Studies) core classes. We will continue to build capacity in our staff to be innovative. In 2023, new structures were created to give staff collaborative time, with a focus on success for all.

<b>Areas of Strength</b>	<b>Areas for Growth</b>
<p>Program of studies and quality of education. Drop out and completion rates.</p>	<p>Student work preparation, citizenship, and lifelong learning. Relevance of learning. Engagement in core subjects.</p>

Rutherford scholarships.	<p style="text-align: center;"><b>Next Steps</b></p> <p>Focus on making learning in the cores more relevant, more engaging          Develop opportunities to help build student work preparation skills and citizenship.          Build capacity in staff through leadership opportunities</p>
<p style="text-align: center;"><b>Advance Learning that Transfers Insights</b></p> <p style="text-align: center;">Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research</p>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <p>CTS courses and opportunities – Skills Canada, etc.          Career focus for CTS classes          Beginning to explore Careers Pathways and Dual Credit Programming</p>	<p style="text-align: center;"><b>Areas for Growth</b></p> <p>Need more shared leadership opportunities for those who are skilled at learning for transfer.</p> <hr/> <p style="text-align: center;"><b>Next Steps</b></p> <p>Creating learning opportunities, structures and systems which support further learning and implementation of learning for transfer          Opportunities for students to experience real world learning (apprenticeships, work experience, career pathways)          Division focus aligns with school focus</p>
<p style="text-align: center;"><b>Advance Literacy and Numeracy</b></p> <p>Departments collaborate through weekly PLCs (Professional Learning Communities) to share learning and resources. Many staff mark diploma exams in Edmonton and collaborate with teachers from around the province.</p>	
<p style="text-align: center;"><b>Areas of Strength</b></p> <p>Tried new ways to help transitions in math10C.          Pockets of excellence in the school.          Stats and probability on the MIPI.          Acceptable and Excellence levels in ELA, SS and Chemistry.</p>	<p style="text-align: center;"><b>Areas for Growth</b></p> <p>Continue to improve collaborative Structures for collaboration and learning</p> <hr/> <p style="text-align: center;"><b>Next Steps</b></p> <p>More shared leadership and learning opportunities.          Lead team and PLCs are structured and focused.</p>



	<p>Lead teams working together to share best practices for increasing acceptable and excellence levels at all levels.</p> <p>Use and revisit evidence to help drive instruction</p>
<b>Advance First Nations, Métis, and Inuit student success</b>	
<b>Areas of Strength</b>	<b>Areas for Growth</b>
<p>Through a CPIP grant, we are developing and implementing Indigenous Studies (LDC) 15, 25, 35 courses at FCHS/AHSFA in accordance with the Truth and Reconciliation Commission Call to Action #62.</p> <p>Active learning experiences to bring awareness and understanding (orange shirt day, red dress day, field trips, Elder visits</p> <p>Online platform was created and is available as a supplement or for ideas to indigenize their own courses.</p>	<p>Identify needs of our indigenous students ensure their needs are met with engagement, success, and support.</p>
	<b>Next Steps</b>
	<p>Continue to empower leadership among our student and staff community to support Indigenous ways of knowing.</p>
<b>Advance Teaching, Learning and Leading</b>	
<b>Areas of Strength</b>	<b>Areas for Growth</b>
<p>Collaboration between individuals within and between departments.</p> <p>Mentoring and empowering teachers in educational leadership roles</p>	<p>Further develop and implement continuum of supports that are action oriented.</p> <p>Work on school wide community/connections so that students feel a greater sense of belonging and will hopefully begin to embrace their own learning.</p>
	<b>Next Steps</b>
	<p>Staff involvement in division PD.</p> <p>Lead Team involvement in school PD.</p> <p>More effectively design professional learning opportunities that address and contribute to on-going professional learning of teachers as indicated in AEAR</p>

## *Our Story of Engagement*

## At our School

At FCHS/AHSFA, we encourage student opportunities to lead and serve our school and community. We strive to regularly seek and respond to student, parent, community, and staff voice when considering learning structures and decisions, organizing school spirit activities, and participating in community initiatives.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve.</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications:</b> 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.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>▪ governance aligns with and is responsive to the needs and expectations of the learning community</li> <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 Foothills School Division</li> <li>▪ stakeholder engagement informed decision making and education plans</li> <li>▪ education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding</li> </ul>

## 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 Stakeholder Engagement**

*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)

**Strategy 1:** Student Engagement - Continue to encourage student voice through meaningful opportunities for students to provide feedback.

**Strategy 2:** Staff Engagement - Continue to seek out and increase opportunities to collect staff feedback in support of belonging, wellness, and well-being

**Strategy 3:** Parent Engagement - Continue to promote and profile Community Engagement and discussion and collect parent voice in school-based decisions.

**Strategy 4:** - Partnerships -Continue to inform and consult with community members to improve partnerships and ensure accurate, accessible, and easy to understand information is available.

<p><b>Goal</b></p> <p><i>Desired Result</i></p>	<p><b>Outcomes</b></p> <p><i>Measurable statements of what FSD seeks to achieve.</i></p>	<p><b>Indicators</b></p> <p><i>Indicators of achieving outcomes</i></p>
<p><b>Advance evidence-based continuous improvement and assurance</b></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"> <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>▪ Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>▪ curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> <li>▪ Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>▪ Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> <li>▪ 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>▪ AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> </ul>

- 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*

\*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)

- Strategy 1:** Continue to provide timely Assurance reporting to our stakeholders.
- Strategy 2:** Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.
- Strategy 3:** Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the

# Our Story of Support

## At our School

**Grade Level Teams** (Grade-level admin, Learning Coach, Academic Counsellor, and Family School Liaison Counsellor) meet weekly to discuss students of concern. The grade level team starts the support process, by putting strategies/plans into action for a two-week period. This could include consultation with teachers and parents. If after two weeks, the grade level team feels additional expertise is needed, the student should be referred to SRT.

**Student Resource Team (SRT):** is a school-based team (All grade levels) that meets biweekly to determine strategies and supports for students. The student resource team is comprised of counselors (family school liaison counselors, connections counselor), learning coaches, and administrators. The primary purpose of SRT is collaborative problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems.

**Interventions/Supports/Strategies:** instructional strategies to support a student, behavioural or social/emotional supports, further testing or a formal assessment, recommendations to community support options for a student/family, meeting with grade level team and parents, referrals to our FSD support

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<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 robust continuum of supports</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved wellness and wellbeing in students and staff</li> <li>▪ learners are active, healthy, and well</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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> </ul>

	<ul style="list-style-type: none"> <li>▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>▪ students will build resilience and positive mental health skills</li> <li>▪ students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ improved understanding of an inclusive education system is shared by all education partners</li> <li>▪ 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> <li>▪ 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</li> </ul>
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<p><b>Measures and Targets</b></p> <p><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/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.</li> <li>▪ <b>Access to Supports and Services:</b> 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.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>▪ <b>SOS-Q (Student Orientation to School Questionnaire):</b> 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.</li> <li>▪ <b>Access to Supports through a Continuum of Supports:</b> 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).</li> <li>▪ <b>Staff Advisory</b> (Guarding Minds Survey) and <b>Students' Matters</b> input and feedback.</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement and student growth &amp; achievement.</li> </ul>	
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<p><b>Strategies to Advance Wellness and Well-being</b></p> <p><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p> <p>*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)</p>		
<p><b>Strategy 1:</b> Continue to create targeted, aligned, and comprehensive year plans to include multiple layers of strategies that support individual mental health, wellness, and well-being for both staff and students.</p>		
<p><b>Strategy 2:</b> Continue to use data and feedback to support staff and student leaders with planning and strategies to assure learning environments are a place for all</p>		

**Strategy 3:** Continue to develop knowledge and skills in mental health, wellness, and well-being through a continuum of learning opportunities for all learners.

**Strategy 4:** Continue to develop a collective and collaborative approach to advance a culture of positive mental health, wellness, and wellbeing in support of a flourishing learning community.

**Strategy 5:** Collaborate with community partners to develop a common approach and commitment to supporting student mental health, wellness, and wellbeing

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</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 robust continuum of supports</li> <li>▪ students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>▪ students will build resilience and positive mental health skills</li> <li>▪ students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<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 adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>▪ improved understanding of an inclusive education system is shared by all education partners</li> <li>▪ collaboration with education partners to support learning</li> <li>▪ cross-ministry initiatives and 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> <li>▪ 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</li> </ul>

**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*

\*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)

**Strategy 1:** Continue to identify learning gaps and activate and develop supports and interventions within our continuums of support to help students get back on track with their learning.

**Strategy 2:** Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.

**Strategy 3:** Continue to engage students, staff and parents in strategies that support student success.

## Our Story of Success

**At our School**

We have many opportunities for students at this school in the areas of Innovation and Design within our CTS (Career and Technology Studies) core classes. We will continue to build capacity in our staff to be innovative. In 2023, new structures were created to give staff collaborative time, with a focus on success for all.

Goal	Outcomes	Indicators
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<i>Desired Result</i>	<i>Measurable statements of what we seek to achieve</i>	<i>Indicators of achieving outcomes</i>
<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>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

<b>Measures and Targets</b>		
<i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i>		
<b>Provincial</b>		
<ul style="list-style-type: none"> <li>▪ <b>Student Learning Engagement:</b> Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.</li> <li>▪ <b>Program of Studies:</b> Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> <li>▪ <b>Work Preparation:</b> 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.</li> <li>▪ <b>Citizenship:</b> Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</li> <li>▪ <b>Overall Quality of Education:</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> <li>▪ <b>Lifelong Learning:</b> Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.</li> <li>▪ <b>Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:</b> Growth and Improvement shown in each area.</li> </ul>		
<b>Local</b>		
<ul style="list-style-type: none"> <li>▪ <b>FSD Assurance Survey (Parent):</b> Increase/maintain percentage of parents satisfied with Assurance Measures.</li> <li>▪ <b>Student Intellectual Engagement Survey:</b> 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).</li> <li>▪ <b>Evidence of Principles and Practices that tell the story of learning</b> and provides assurance of continuous improvement, student growth and achievement.</li> </ul>		

<b>Strategies to Advance Innovation and Design</b>		
<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		
<i>*Strategies continued from 2021-22 (Year 1)</i>	<i>*Strategies revised or added for 2022-23 (Year 2)</i>	<i>*Strategies revised or added for 2023-24 (Year 3)</i>
<p><b>Strategy 1:</b> Advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning for Transfer - Implementation of Maker-centered Learning, Career and Technology Foundations, and Career and Technology Studies strategy</p>		

**Strategy 2:** Engage and expose students to a greater breadth of possible careers.

**Strategy 3:** 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.

**Strategy 4:** Advance the use of my Blueprint as an ePortfolio, career exploration tool.

<b>Goals</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance learning that transfers:</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>	<ul style="list-style-type: none"> <li>▪ learners will be able to explore and develop their skills and passions and achieve their highest potential</li> <li>▪ students will be well prepared for their future while remaining current and relevant in the local and global contexts</li> </ul>	<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 progress, identify strengths, areas of need and set learning goals</li> <li>▪ learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>

**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*

\*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)

**Strategy 1:** Increase consistent use of high yield instructional tools and strategies aligned to the 3 Principles of Deep and Transferable Learning to positively impact student success.

**Strategy 2:** Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.

**Strategy 3:** Advance the use of ePortfolios within the context of assessing, grading, evaluating, and reporting and student growth and achievement.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<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>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 students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<ul style="list-style-type: none"> <li>▪ learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>▪ 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</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>

### 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**

- **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.
- **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*

\*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)

**Strategy 1:** Advance the ease of access and use of the Foothills School Division's Staff Learning Link

**Strategy 2:** Use data of MIPI, High school exams and diplomas and other evidence to work within PLTs to drive instruction.

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance First Nations, Métis, and Inuit student success:</b> 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</p>	<ul style="list-style-type: none"> <li>▪ First Nations, Métis and Inuit learners are successful</li> <li>▪ strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> </ul>	<ul style="list-style-type: none"> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>▪ 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</li> </ul>

<p>Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> <li>▪ learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<ul style="list-style-type: none"> <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>▪ FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>▪ First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>▪ the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>
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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.

▪ **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*

\*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)

**Strategy 1:** Develop and implement Indigenous Studies (LDC) 15, 25, 35 courses at FCHS/AHSFA in accordance with the Truth and Reconciliation Commission Call to Action #62.

**Strategy 2:** Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.

**Strategy 3:** Continue to develop and improve instructional practices to support First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.

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><b>Advance excellence in teaching, learning, and leading</b> 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.” <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></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, reflective practice, and growth, supervision, and evaluation</li> <li>▪ teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> <li>▪ teachers and leaders improve their professional practice in learning for transfer</li> <li>▪ improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>▪ improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>
<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>		

▪ **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 provides assurance of continuous improvement and student growth and achievement.

**Strategies to Advance Excellence in Teaching, Learning, and Leading**

*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)

**Strategy 1:** Mentoring and empowering teachers in educational leadership roles.

**Strategy 2:** Collaborative structures within the school to be solidified (Lead Team, SRT, Admin team meetings, etc.)

**Strategy 3:** Professional Development days learning aligns with school and divisional goals and priorities.

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