



2024 – 2029
EDUCATION
PLAN
YEAR 3
École Secondaire
Highwood High
School

1401 10 St SE
High River, AB T1V 1S1

foothillsschooldivision.ca/highwood



ÉCOLE SECONDAIRE HIGHWOOD HIGH SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

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.

[View our 2024-2025 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 LAND AND TERRITORIES OF THE SIKSIKA, PIIKANI, KAINAI, TSUUT'INA, AND ÎYÂRHE NAKODA AS WELL AS THE FOOTHILLS DISTRICT AND THE ROCKY VIEW DISTRICT WITHIN THE BATTLE RIVER TERRITORY OF THE OTIPEMISIWAK MÉTIS GOVERNMENT OF ALBERTA.

[TRUTH AND RECONCILIATION FOR LEARNER SUCCESS TOOLKIT IN FOOTHILLS SCHOOL DIVISION](#)

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 & Childcare and Foothills School Division](#)

[Goal Alignment](#)

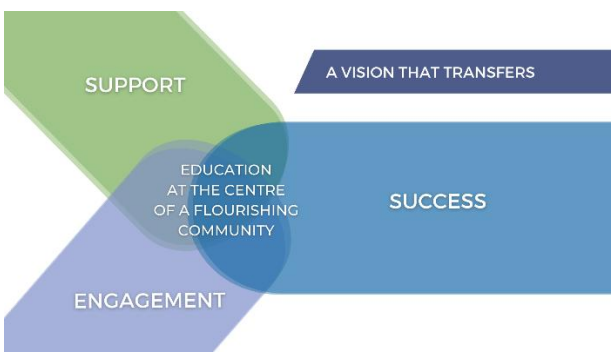
[Systems Thinking](#)

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
• Alberta’s students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta’s K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student progress & academic success • Instructional and learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school’s foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act**.

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		
Goal: Advance Continuous Improvement and Assurance Assurance Measure: 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.	Teaching and Leading Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: 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).	

OUR SCHOOL

École Secondaire Highwood High School, located in High River on Treaty 7 territory and within Métis Region 3, serves approximately 500 students in Grades 9–12, supported by a dedicated staff of over 30 educators and support personnel. The school offers a diverse range of programming, including Core Academic courses, French Immersion, Career and Technology Studies, Fine Arts, the Registered Apprenticeship Program, and a variety of complementary learning opportunities both on and off campus, alongside a wide selection of athletics, clubs, and extracurricular activities.

Highwood's educational team takes pride in a culture of shared leadership, working collaboratively to support both student achievement and well-being. There is a strong, collective commitment to fostering academic excellence while prioritizing students' social-emotional growth and success. The school emphasizes innovative technology integration and values ongoing, teacher-led professional learning. With a focus on conceptual understanding and learning that transfers, Highwood builds meaningful relationships among students, staff, and the broader community to ensure high levels of success for every learner.



GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

Student Engagement:

- Maintain a strong focus on student engagement through Student Matters and the School Community Council as a key avenue for student voice.
- Strengthen student leadership by aligning and coordinating efforts among Student Matters and Culture Club.
- Increase participation by intentionally promoting involvement to incoming Grade 8 students from feeder schools, particularly those previously engaged in leadership or student voice initiatives.
- Continue to support student wellness and sense of belonging through open gym opportunities, clubs, and a variety of wellness-centered activities.
- Expand and sustain peer tutoring and mentoring programs to foster supportive peer connections and academic engagement.
- Gather ongoing student input through regular student surveys, questionnaires, and a suggestion box to collect meaningful qualitative feedback and inform school planning.

Staff Engagement:

- Strengthen Lead Team collaboration across all aspects of school planning, implementation, and review.
- Clarify and refocus the purpose and intent of the Lead Team by expanding membership and establishing regular meetings every second Thursday.
- Utilize the Lead Team to lead and support professional development day planning aligned with school priorities.
- Develop intentional, structured, and ongoing mentoring supports for new staff, including both formal mentorship pairings and informal relationships within the school.
- Establish and sustain collaborative structures that advance teaching, learning, and leadership, with a targeted focus on Professional Learning Team (PLT) groups as the primary vehicle for staff collaboration.
- Continue to promote and support staff participation in Truth and Reconciliation initiatives and related learning.
- Expand and promote formal and informal leadership/mentorship opportunities for staff through PLTs, Collaborative Response team, and shared and distributed leadership roles.
- Actively engage staff and amplify staff voice to inform school-based decision-making and ongoing improvement efforts.

Parent/Community Engagement:

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** 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 (AECA):** 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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



- Include Student Matters/student voice within School Council to strengthen student representation.
- Strengthen the school newsletter with consistent sections (principal message, key dates, celebrations, learning highlights, parent resources, and engagement opportunities).
- Maintain consistent bi-weekly communication from classroom teachers to families on programming, progress, and supports using clear, strengths-based messaging.
- Align staff communication practices to ensure consistency, clarity, and accessibility across the school.
- Use multiple communication platforms (social media, email, website) to share timely updates, celebrations, and engagement opportunities.
- Ensure meaningful School Council involvement in school decision-making, with transparent agendas and opportunities for input.
- Promote Parent–Teacher Conferences and communication with flexible formats and encourage ongoing discussion about student achievement.
- Strengthen school-home partnerships by sharing learning goals and practical strategies for supporting students at home.
- Foster a welcoming school culture through orientation events, meet-the-teacher opportunities, and intentional outreach to all families.
- Continue promoting parent participation in Truth and Reconciliation initiatives (HILL, HICAD) and share related learning in communications.
- Clearly communicate how parent engagement contributes to student success and school improvement.

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.
 - Analyze data with stakeholders to identify strengths, growth areas, and next steps to guide planning and strategies, within a continuous improvement cycle grounded in ongoing, triangulated evidence.
 - Support the collection and sharing of school-based evidence to inform assurance reporting and highlight student and school success.
 - Promote and support shared leadership across the school community.
- **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.
 - Regularly gather input from students, staff, and parents to inform decision-making.
 - Provide timely assurance reporting to highlight school progress and successes.
 - Promote and sustain shared leadership across the school community.

- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Strengthen education partners' ability to use assurance data collaboratively to improve student growth and achievement.
 - Promote and sustain shared leadership practices among staff and students.
 - Support participation in Curriculum Design Teams to enhance instructional planning and alignment.
 - Continue to build student leadership capacity through opportunities such as peer mentoring and regional education programs.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

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 & STRATEGIES

Advance wellness and well-being by:

- Strengthen the visibility, consistency, and implementation of wellness structures and strategies.
- Use Students' Matters and SOS-Q data to identify priority wellness needs and co-create solutions using the Comprehensive School Health Framework.
- Engage students, staff, families, and community partners in school-wide wellness initiatives.
- Amplify student voice and leadership through Students' Matters initiatives. Collaborate and share wellness activities with the broader school community to strengthen belonging, citizenship, culture, and connection: Student Led suggestion box, Mental Health Awareness Week, Anti-bullying awareness activities.
- Support ongoing learning for staff and leaders in trauma-informed practices and co-regulation strategies.
- Build and sustain a trauma-informed culture through restorative practices and positive behaviour supports (Leverage school Lead Team and Inclusive Education Team).
- Ensure every student has a trusted adult connection, with targeted support for students lacking a "go-to" person (Key new students and grade 9 & 10 cohorts).
- Provide targeted professional learning to support diverse learners, including SIVA training, EA learning series, SEL, trauma-informed practices, and job-specific skills.

Advance a continuum of supports by:

- Refine and expand the Continuum of Supports to meet students' academic, social-emotional, physical, and behavioural needs.
- Increase staff awareness and consistent use of continuum structures and strategies.
- Build shared understanding and consistent application of inclusive education principles.
- Work collaboratively as a student supports Collaborative Response Team and full staff (Professional Learning Teams) to support student success.
- Use data dashboards and key indicators to guide timely interventions; attendance toolkit and continuum of supports.
- Enhance partnerships with community agencies, including increased collaboration with School Resource Officers (SROs).

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **Safe & Caring (AECA):** 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 (AECA):** 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 (AECA):** 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.
- **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.



- Clearly communicate processes for targeted and individualized supports, including roles of student support teams and community resources.
- Implement universal, targeted, and individualized strategies through collaborative team meetings, consultation, and classroom-based support.
- Refine processes for accessing Digital and Outreach Services within the divisional continuum.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

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 & STRATEGIES

Advance innovation and design by:

- Continue to implement the framework for Innovation and Design or Learning That Transfers within CTF and CTS to foster deep, transferable learning through design thinking and career exploration.
- Design learning experiences that promote real-world application, critical thinking, and long-term skill transfer.
- Develop student competencies and employability skills that prepare learners for post-secondary education and the evolving workforce (New CTF curriculum).
- Advance career education by providing authentic, hands-on experiences connected to real-world contexts; Emergency Service Program, Dual Credit Programs.
- Host an annual career fair to connect students with post-secondary institutions, industry professionals, and community partners.
- Continue to strengthen community, industry, and educational partnerships to expand experiential learning opportunities and support career readiness. (Local Work Experience and Registered Apprenticeship Program opportunities).
- Continue to build school-based career supports, including administrators, academic and career advisors, and an off-campus coordinator, to lead career-focused education.
- Utilize current grant funding (e.g., FESP) to support dual-credit opportunities in areas such as Culinary Arts.
- Collaborate with industry and post-secondary partners to broaden learning opportunities, including dual-credit and certification pathways.

Advance learning that transfers by:

- Continue to design and teach learning through the three principles of Deep and Transferable Learning: conceptual understanding, student agency, and learning through complex problems over time. Ensuring learning is intellectually engaging, meaningful, and connected to life beyond school.
- Continue to design rich, authentic learning tasks (real-world and project-based) that allow multiple pathways and responses.
- Frame units using a clear conceptual lens and throughline questions.
- Use rich, decision-making questions that require reasoning and justification.
- Employ instructional strategies such as concept attainment, concept formation, and concept mapping.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** 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 (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** 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 (AECA):** 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).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Use thinking routines, thinking organizers, and collaborative structures to make thinking visible and support literacy and numeracy.
- Design learning that focuses on helping students identify patterns, connections, and generalizations.
- Design formative and summative assessment tasks that allow students to apply conceptual learning in meaningful and authentic contexts.
- Balance student voice and choice with intentional teacher guidance.
- Use tools such as Thoughtbooks, thinking routines, and collaborative learning structures to support ownership of learning.
- Support the development of competencies, dispositions, and self-regulation skills.
- Use planning approaches such as design thinking, problem-based learning, and learning cascades.
- Routinely embed and practice reflection to help students revise, extend, and affirm their learning.
- Strengthen formative assessment and feedback practices to support learning transfer.

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Develop students' number accuracy and automaticity through research-based strategies that build flexible thinking and fact fluency.
- Strengthen literacy and numeracy in English and French using high-yield instructional practices that promote transfer of knowledge across subject areas.
- Use consistent classroom-based assessments, provincial data, and valid marking practices to inform instruction, guide interventions, and monitor student growth.
- Build students' conceptual understanding in numeracy through collaborative teacher planning and partnerships (e.g., Alberta Professional Learning Consortium), emphasizing teaching for transfer.
- Set clear literacy and numeracy goals, targets, and instructional strategies within instructional design and classroom practice.
- Embed literacy and numeracy development into Professional Learning Team (PLT) processes to support continuous instructional improvement. Focus on the implementation of the new Grade 9 curriculum in Physical Education and Wellness, Math 9, Social Studies 9, and Career Education and Financial Literacy (CTF).

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.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

GOAL & STRATEGIES

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.**
 - Strengthen parent and community partnerships by building meaningful relationships with families, Elders, Knowledge Keepers, Cultural Advisors, and community leaders to support student success.
 - Integrate foundational knowledge of Indigenous peoples, perspectives, and worldviews across all curricular areas.
 - Embed key Indigenous concepts and teachings, such as the Medicine Wheel, and the Circle of Courage, to support character development and well-being.
 - Incorporate land-based learning, Indigenous arts, ceremony, and traditional languages to deepen cultural understanding.
- **Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.**
 - Intentionally integrate traditional teachings and ways of knowing into curriculum.
 - Use holistic, trauma-informed practices to create inclusive environments that honour and recognize Indigenous cultures, histories, and identities.
- **Support the implementation of Truth and Reconciliation Commission recommendations.**
 - Continue to develop and sustain HILL and HICAD committees, including meaningful school-wide recognition of Moose Hide Day.
 - Make reconciliation visible through authentic, school-wide projects that engage students, families, and the broader community.
 - Promote and share the FSD Truth & Reconciliation for Learner Success Toolkit, ensuring accessible, authentic resources for all stakeholders.
 - Provide ongoing, varied professional learning to build collective efficacy and advance Truth and Reconciliation for all learners.

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 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **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.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

Engage in career-long professional learning and ongoing critical reflection:

- Communicate and reflect on a student-centred philosophy grounded in effective teaching and leading.
- Provide ongoing professional learning (e.g., Learning That Transfers) to build individual and collective capacity.
- Support system-wide understanding of deep, transferable learning through collaborative structures (PLCs, communities of practice).
- Provide collaborative opportunities for planning, reflection, and refinement of practice.
- Encourage risk-taking, innovation, and critical reflection in teaching practice.
- Use action research, data-informed cycles, and reflective processes to improve teaching and learning.
- Identify and respond to staff professional learning needs, including reflection on Truth and Reconciliation.
- Support workplace wellness and foster a thriving professional learning culture.

Develop and demonstrate a professional body of knowledge and provide instructional leadership:

- Apply effective planning and instructional strategies that support deep, transferable learning and trauma-informed practice.
- Support new staff in curriculum planning, assessment design, and learning transfer strategies.
- Provide access to curriculum resources, exemplars, and supports (e.g., Curriculum Corner)
- Engage in professional learning related to new curriculum (K–6, K–9 Social Studies, 7–9 Math)
- Ensure continuous development of student literacy, numeracy, and digital literacy (including AI)
- Implement fair, evidence-informed assessment aligned with the FSD System of Reporting.
- Use coaching, observation, and reflective dialogue to build teacher capacity and confidence.
- Enhance understanding and integration of First Nations, Métis, and Inuit perspectives

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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 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. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Enhance inclusive learning environments where high-quality teaching, learning, and leading occur:

- Build capacity to respond to the diverse learning needs of all students (ILP implementation).
- Develop engaging, inclusive environments using positive behaviour supports, restorative practices, and trauma-informed approaches.
- Support ongoing staff learning in trauma-informed practices and co-regulation strategies.
- Provide professional learning for working with complex learners (e.g., SIVA training, EA learning opportunities)
- Foster safe, caring, and welcoming learning environments that support student success.
- Use universal and targeted strategies to address student strengths, challenges, and areas for growth.
- Strengthen relationship-building practices to support inclusive and thriving learning communities.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



