



2024 – 2029

**EDUCATION
PLAN
YEAR 3**

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

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ÉCOLE FOOTHILLS COMPOSITE HIGH SCHOOL / ALBERTA HIGH SCHOOL OF FINE ARTS

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 Annual Education Results Report Here](#)

OUR LAND ACKNOWLEDGEMENT

École Foothills Composite High School / Alberta High School of Fine Arts is on Treaty 7 territory, a traditional travelling route, gathering place, and meeting grounds of Indigenous Peoples. Our school is on the ancestral, traditional, and future lands of the Siksikaitsitapi, which is comprised of the Siksika, Piikani, Amskapi Piikani First Nations; the Tsuut'ina First Nation; and the Îyârhe Nakoda, including the Chiniki, Bearspaw and Goodstoney First Nations, as well as the Métis Otipemisiwak and Esikisimu Nunangat. We are grateful for the languages, cultures, traditions, and histories of this land that influence our lives, providing the foundation to grow our knowledge and pursue our passions. Let this acknowledgement invoke in all of us a call to action to uphold our treaty relationships and fulfill our duties to reconciliation.

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 growth & achievement - 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		
		Teaching and Leading
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.		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 Foothills Composite High School and the Alberta High School of Fine Arts are two programs existing as one school to ensure that all student needs and interests are effectively supported. Our setting is unique: although two schools operate within the same building, all courses are accessible to every student, fostering a truly inclusive and flexible learning environment.

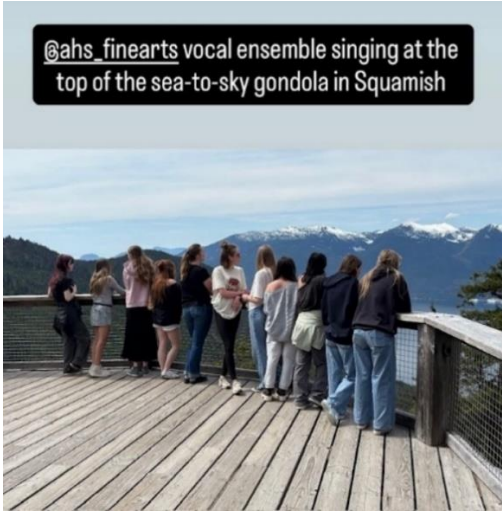
We serve approximately 1,150 students in Grades 10 through 12. Our dedicated team consists of roughly 50 teachers and 15 support staff, all united by a shared commitment to “Improving Learning for All Students.”

We are devoted to excellence across all areas of education, including academics, the arts, athletics, and career and technology studies. Coupled with a strong emphasis on character education, we believe these areas collectively play a critical role in preparing students for future success and employability. We are proud to provide safe, caring, and inclusive learning environments where all students can thrive.

The Alberta High School of Fine Arts, an integral part of our school community, is widely recognized for its award-winning programs in visual arts, choir, theatre, dance, and music. AHSFA serves as an exceptional foundation for students aspiring to pursue advanced studies and careers in the arts.

As a complement to our strong focus on academics, our Composite High School also offers dynamic and engaging Career and Technology Studies (CTS) programs. Students have the opportunity to develop practical, hands-on skills through courses such as Welding, Mechanics, Construction, and Outdoor Education (Bushcraft). These programs emphasize real-world learning, problem-solving, and technical proficiency, helping students build confidence and explore potential career pathways.

We also offer a vibrant French Immersion program, where students enhance their French literacy through courses such as French Social Studies and French Language Arts. Students in this program benefit from a variety of authentic, immersive learning experiences that deepen their proficiency and confidence in the French language.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued From 2025-2026

Strategy Continued From 2026-2027

Strategy Continued From 2027-2028

Strategy Continued From 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

Strategy 1: Student Engagement

- Continue with focus on student engagement through Students' Matters.
- Continue to promote student wellness through assemblies, clubs, events.
- Support student union, leadership students in providing engaging events and opportunities for students.
- Live streaming of announcements.
- School emails to families are sent to student emails.
- Student Community Council.

Strategy 2: Staff Engagement

- Collaborative structures to advance teaching, learning and leading.
- Continue to promote staff participation in Truth and Reconciliation initiatives.
- Continue to promote leadership opportunities, formally and informally, for staff through professional learning teams, student support team, shared and distributed leadership, Leading and Learning, etc.
- Engage staff and gather voice to inform decision making.

Strategy 3: Parent Engagement

- Parent surveys throughout the school year.
- Engage School Council in consultation and sharing data at meetings
- Engagement opportunities as outlined in Guiding principles of Assurance.
- Use of school website and emails to share information and celebrations.
- Communication from classroom teachers to parents regarding programming, progress, and student support
- Learner Conferences
- Offer Open House twice per year
- Showcase our Fine Arts through evening performances and displays
- Fine Arts and Athletic Parent Societies included in decision making and planning events

Strategy 4: Community Engagement

- Registered Apprenticeship, Work Experience, Green Certificate, Foothills Emergency Responder Program.
- Partnership with Town of Okotoks
- Partnership with Foothills Community Immigrant Services
- Hosting school and community events
- Support the Fine Arts and the Athletic Societies in engaging community support
- Local scholarships & awards.
- School webpage platform and school calendar updates ongoing and relevant information posted
- Continue to promote community participation in Truth and Reconciliation projects
- Partnership with Okotoks Dawgs
- Partnership with Okotoks Oilers

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.



Strategy 5: Communications

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

Advance evidence-based continuous improvement and assurance

Strategy 1: Evidence-informed decision-making Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

- Look at data with stakeholders to identify key insights including areas of strength, areas for growth and next steps to inform the development of the education plan and strategies implemented.
- Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students
- [Use the SOS-Q, Alberta Education Assurance Survey, FSD Assurance Survey, and the Intellectual Engagement Survey to inform next steps and identify areas for professional learning.](#)

Strategy 2: Engagement -Develop effective engagement processes that rely on education partners working together for the purpose of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.

- Gathering voice of students, staff, and parents to inform decision making.
- Continue to provide timely Assurance reporting so that education partners can be informed
- [Engage parent community in data results and analysis during School Council Meetings.](#)

Strategy 3: Learning and Capacity Building -Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.

- Create an understanding of the guiding principles of assurance.
- Advance the understanding of education partners around leveraging assurance data to collaboratively plan for improving student growth and achievement

Advance evidence-based continuous improvement and assurance:

Strategy 1: Evidence-informed decision-making: Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.

 **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:

Continue to promote healthy school culture through student well-being

- Continue to improve structures and strategies for wellness and well-being.
- Continue to promote, develop, and involve all stakeholders in school wellness initiatives and ongoing programming to promote wellness and wellbeing.
- Continue to promote activities and student voice opportunities through our Students' Matters, Student Union, and student surveys
- Continue to build a trauma-informed culture including positive behaviours supports and restorative practices as part of creating healthy school culture and an inclusive learning environment.

Advance a continuum of supports:

Continue to implement, refine, and expand the continuum of supports to address social, emotional, physical, and academic growth for students.

- Continue to Improve visibility and implementation of structures and strategies within the Continuum of Supports.
- Building meaningful relationships and communication between stakeholders in support of student success.
- Continue to develop a shared understanding and application of principles of an inclusive education.
- Continue to collaborate and work together as a student support team and full staff to support student success.
- Continue to advance academic, social/emotional, and behavioural support for all students.

Continue to develop and communicate shared understanding of targeted and individualized supports, student support teams and community resources.

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

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

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.



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

Advance Career Education to provide students with real world experiences that prepare them for their future.

- Provide innovative learning opportunities to ensure a variety of career pathways for students to enter post-secondary education or their chosen fields in the workforce.
- Provide career education programming that enables students to explore and experience various occupations.
- Grow community, industry, and educational partnerships that provide student access to authentic, hands-on, experiential learning in fields of interest to support readiness for careers and future next steps.
- Continue to develop school-based career supports including Administrators, Academic and Career Advisors, and Off-campus Coordinator to lead career-based education for all students.
- Increase student readiness for annual Skills Canada participation.

Advance learning that transfers

Develop rich tasks that are meaningful to students and allow for a range of thoughtful responses that connect curricular concepts to life beyond school, for example:

- Real-life learning tasks
- Project based learning tasks
- Use rich questions that require students to make decisions
- Apply a conceptual lens to the unit of learning

Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.

- Teachers design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study. Design includes the exploration of outcomes through the lens of enduring understandings and knowledge and skills. Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and application
- Local Professional Learning Days are centred around deep and transferrable learning within departments and shared out with colleagues.

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

 **4 Year Data Trends and Key Insights**

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.

GOAL & STRATEGIES

Advance literacy and numeracy:

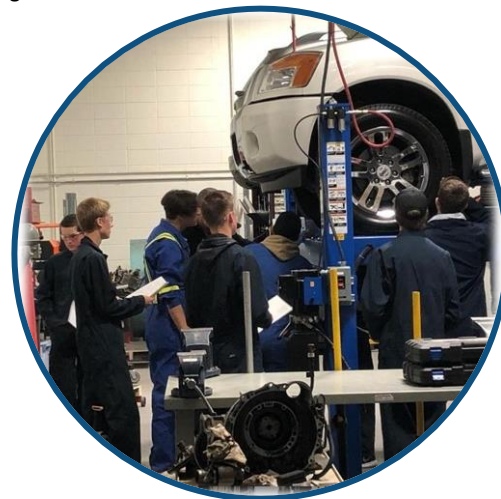
- Advance the use and consistent application of all provincial and local assessment measures (assessments in English and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
- [Use Diploma Results to inform teaching practices and planning.](#)

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

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.



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.

- Continue to develop and offer 'All My Relations' locally based courses
- Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.
- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
- Create culturally responsive classrooms and teaching practices that acknowledge and respect students' cultural backgrounds, languages, and identities and meet the needs of diverse learners.
- **Intentionally use our Indigenous Studies teacher as a safe person for our Indigenous Students.**
- **Partnership with the Town of Okotoks and Elders to share our school Tipi for Indigenous Graduation.**

Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.

- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.
- Collaborate with local First Nation, Métis, and Inuit Elders, leaders, and community to support cultural learning and accurate depiction of Indigenous worldviews as evident in curriculum.
- Support holistic and trauma informed practice by creating safe, supportive, and inclusive learning environments that honour Indigenous cultures, histories, and identities so that Indigenous students feel supported, understood, and able to fully engage in their learning.

Support the implementation of Truth and Reconciliation Commission recommendations.

- Continue to advance strategies to support cultural appreciation, building understanding of, and implementation of, foundational practices that support an understanding of Indigenous worldviews

Advance excellence in teaching, learning, and leading:

- **Continue to work with staff on the principles of learning that transfers (students form conceptual understandings, students are agents of their own learning, and students are allowed to live with complex problems over time).**
- **Require departments to share out approaches to learning for transfer and how they measure success.**
- **Non-presenting departments are looking for cross-curricular connections to increase transfer of skills between courses.**

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.

Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.

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

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

- Apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practices.
- Grow professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning.
- Ensure student assessment and evaluation practices are fair, appropriate, evidence-informed and in accordance with the system of reporting.
- Enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values through sound design, instruction, and resources.
- *Intentionally include staff on local professional learning days to lead and share work on deep and transferrable learning.*

Create inclusive learning environments where high quality teaching, learning, and leading occur.

- Continue to develop capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices.
- Continue to develop capacity to support student success in inclusive, caring, welcoming and safe learning environments.
- Use appropriate universal and targeted strategies and support to address students' strengths, learning challenges and areas for growth.
- *Intentionally building relationships between leadership students and students with complexities, to foster a sense of belonging and inclusion.*

 Goals, Outcomes, Indicators, Measures, Details

 4 Year Data Trends and Key Insights

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

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Encourage staff to pursue professional learning to address and advance goals in individual growth plans.
- Continue to guide staff through learning for transfer during local professional development.
- Continue to provide time for professional learning communities.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

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-service 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)

