2024 – 2029 EDUCATION PLAN

YEAR 2

École Secondaire Highwood High School

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High River, AB T1V 1S1

foothillsschooldivision.ca/highwood

MUSTANGS

It's a GREAT day to be a MUSTANG!

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Foothills SCHOOL DIVISION

WELCOME TO OUR EDUCATION PLAN

SCHOOL EDUCATION PLAN 2024-2029 (YEAR 2)

Our 2024-2029 education plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support, and success of each learner.

Our 2023-24 School Annual Education Results Report

OUR LAND ACKNOWLEDGEMENT

Highwood High School 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 and Foothills School Division Goal Alignment
Systems Thinking

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

ALBERTA EDUCATION OUTCOMES Education Ministry Business Plan 2024-27	FOOTHILLS SCHOOL DIVISION GOALS Foothills School Division Education Plan 2024-29	ASSURANCE DOMAINS Alberta Education Funding Manual 2025-26
• Alberta's students are successful	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports	• Student growth & achievement • Learning support
• First Nations, Métis, and Inuit students in Alberta are successful	• First Nations, Métis, and Inuit student success	• Student growth & achievement • Learning support
• Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy	• Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading	• Student growth & achievement • Teaching and leading • Local and societal context
• Alberta's K-12 education system and workforce are well-managed	• Stakeholder engagement and communications • Continuous improvement and assurance	• 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

Local and Societal Context

Goal:
Advance Stakeholder Engagement and Communications

Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.

Governance

Goal:
Advance Continuous Improvement and Assurance

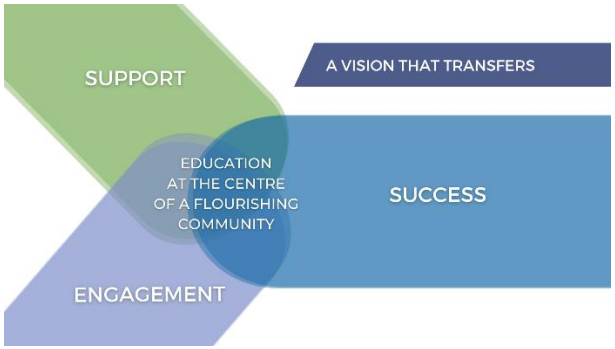
Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.

SUPPORT

Learning Supports

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.



SUCCESS

Student Growth and Achievement

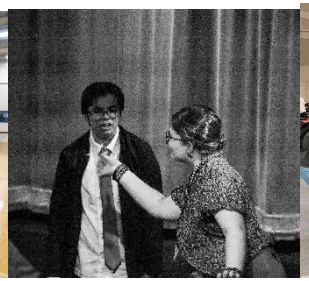
Goals:
Advance Innovation and Design
Advance Learning for Transfer
Advance Literacy and Numeracy
Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

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 is a grades 9 to 12 school on Treaty 7 territory and Metis Region 3 in the community of High River, Alberta. We have approximately 500 students and a dynamic staff of over 40 to offer a broad range of Core Academic, French Immersion/French Second Language, Career and Technology Studies, Fine Arts, Registered Apprenticeship Program as well as a wide array of complementary on/off campus courses, athletic programs, clubs, and activities. We incorporate the innovative use of technology at the school and throughout the Foothills School Division. We are proud to be a Professional Learning Team supported by ongoing professional development led by teachers for teachers. The central focus at Highwood is teaching for transfer and conceptual understanding, developing strong student-teacher-community relationships, ensuring greater levels of student learning for all.

KEY INSIGHTS

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025 *Strategy Continued From 2025-2026* *Strategy Continued From 2026-2027* *Strategy Continued From 2027-2028* *Strategy Continued From 2028-2029*

GOALS

Advance stakeholder engagement and communications by:

Strategy 1: Student Engagement

- Continue with focus on student engagement through Students' Matters.
- Blend of student matters, Student Council and Culture Club
- Promote with feeder school grade 8's who were involved at their schools
- Continue to promote student wellness activities – Open gym, Clubs, Wellness activities.
- Peer tutoring and mentoring program
- Continue to survey student needs and promote our Student Matters committee and their work.
- Continue to promote student participation in Truth and Reconciliation projects - embed ongoing activities.

Strategy 2: Staff Engagement

- Lead Team collaboration on all aspects of school planning.
- Refocus lead team focus and intent, increase membership and meet every second Thursday
- Lead Team PD Day planning
- Intentionality in mentoring new staff
- Collaborative structures to advance teaching, learning and leading.
- Continue to promote staff participation in Truth and Reconciliation projects.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AEAM):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AEAM)**: Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education (AEAM)**: Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

- Continue to promote leadership opportunities, formally and informally, for staff though professional learning teams, student support team, shared and distributed leadership, Leading and Learning, etc.
- Engage staff and gather voice to inform decision making.

Strategy 3: Parent Engagement

- Parent surveys throughout the school year.
- School Council involvement in decision making.
- Student Matters involvement/membership in School Council
- Engagement opportunities as outlined in Guiding principles of Assurance.
- Use of school social media platforms to share information and celebrations.
- Bi-weekly communication out from classroom teachers to parents regarding programming, progress, and student supports.
- Parent/Teacher Interviews.
- Continue to promote parent participation in Truth and Reconciliation projects (i.e.) HILL (Highwood Indigenous Learning Landscape committee) and HICAD (Highwood Indigenous Cultural Appreciation Day).
- Use of live streaming for events.

Strategy 4: Community Engagement

- Registered Apprenticeship, Work Experience, Green Certificate, Foothills Emergency Responder Program, Career Lab connections.
- Post Secondary Fair, Career Fair
- Community/PE program partnerships.
- Hosting school and community events.
- Fine Arts performance opportunities, Regional Band collaboration opportunities.
- Promote members at large on School Council.
- Local scholarships & awards.
- Daily posting of announcements on webpage.
- School webpage platform and school calendar updates ongoing and relevant information posted.
- Continue to promote community participation in Truth and Reconciliation projects.

Strategy 5: Communications

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

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
    - Look at data with stakeholders to identify key insights including areas of strength, areas for growth and next steps to inform the development of the education plan and strategies implemented.
    - Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.
    - Shared leadership
- **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 on a regular basis.
    - Continue to provide timely Assurance reporting so that education partners can assess school successes.
    - Shared leadership
- **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.
    - Shared leadership
    - Curriculum Design Team membership

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025 *Strategy Continued From 2025-2026* *Strategy Continued From 2026-2027* *Strategy Continued From 2027-2028* *Strategy Continued From 2028-2029*

GOALS

Advance wellness and well-being:

- Continue to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity.
- Continue to improve visibility and Implementation of structures and strategies for wellness and well-being for both staff and students.
  - Continue to promote, develop, and involve all stakeholders in school wellness initiatives and ongoing programming to promote wellness and well-being.
  - Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to wellness, citizenship, culture, belonging, and connection to one another.
  - Continue to promote activities and student voice opportunities through our Students' Matters and Student Council groups.
  - Support student connections with staff and target students who lack a 'go to person'.
  - Leverage Students' Matters and Student Orientation to School – Questionnaire (SOS-Q) data to identify areas for growth and develop and implement creative solutions to address these areas of growth using the Comprehensive School Health Framework.
- **Continue to build a trauma-informed culture including positive behaviour supports and restorative practices as part of creating healthy school culture and an inclusive learning environment.**
- Access and utilize data dashboard and relevant data points to address wellness and wellbeing in a timely manner.
- Staff and student reps will participate in Students' Matters sessions where leadership principles are taught and practiced, and student voice is heard three times per year
- Students will apply these leadership principles to identifying areas for growth from the SOS-Q data and develop creative solutions to address these areas through the Comprehensive School Health Framework
- Create an intentional plan to provide opportunities for student voice and leadership
- Develop a Social Emotional Learning (SEL) plan with continued emphasis on mental health promotion and prevention through an implementation of SEL programming utilizing divisional resources such as Minds Matter and Family School Liaison Counsellors as well as leveraging school-based expertise including teachers and administrators
- Continued learning with school leaders and staff on building trauma-informed cultures in schools
- Utilize the *Guarding Minds at Work Survey* to reveal workplace improvement to support workplace wellness

MEASURES AND TARGETS:
PROVINCIAL & LOCAL

- **Safe & Caring (AEAM):** Increase/maintain the percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Program Access (AEAM):** Increase/maintain the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.
- **Students at Risk (AEAM):** Increase/maintain the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **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.

- Emphasize mental health promotion and prevention by embedding specific workplace wellness components into school plans
- Continued focus on social emotional learning to support workplace wellness
- Provide opportunities for staff to learn about co-regulation and the role they play in supporting student regulation
- Professional learning offered to further develop staff skills and abilities in working with diverse learners in a safe and caring way, including SIVA training, EA professional learning series, SEL learning, trauma informed practices and job specific skill areas

Advance a continuum of supports:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
  - Continue to Improve visibility and implementation of structures and strategies within the Continuum of Supports.
  - Building meaningful relationships between stakeholders to improve collaboration and school culture in support of student success.
  - Continue to develop a shared understanding and application of principles of an inclusive education.
  - 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.
  - Access and utilize data dashboard and relevant data points to address wellness and wellbeing in a timely manner.
- Continue to collaborate with community partners to support student success.
  - Increased cooperation with SRO
- Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources.
- Continued development and implementation of structures for accessing and using division-based supports to collaborate and enhance support for students (including but not limited to Psychologist, Therapists, Divisional Learning Coaches, Counselling Coordinator, Minds Matters, Coordinator, Director)
- Continued collaboration to implement universal, targeted and individualized supports to ensure accessibility to the learning environment for all students including those with complex needs through Collaborative Team Meetings, individualized teacher support, and consultation
- Continue to refine the process for accessing Digital and Outreach services as a part of the Divisional Continuum of Supports
- Professional learning opportunities for staff to further develop understanding and skills to work with complex students including SIVA training and Educational Assistants' Professional Learning series
- Support in implementing the Attendance Toolkit as a resource to address the needs of students with class and/or school refusal

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025 *Strategy Continued From 2025-2026* *Strategy Continued From 2026-2027* *Strategy Continued From 2027-2028* *Strategy Continued From 2028-2029*

GOALS

Advance innovation and design:

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

Advance learning that transfers by:

- Continue to design learning through the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.
- Conceptual understanding
- 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-real learning tasks
- Project-based learning tasks
- Use rich questions that require students to make decisions

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AEAM):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AEAM):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AEAM):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AEAM):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AEAM):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

Overarching Critical Inquiry Question(s)

How do we best ensure meaningful transfer to life occurs through the way we plan for learning? How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?

Focus Principles

Principle 1 – Students form conceptual understandings
Principle 2 – Students are agents of their own learning
Principle 3 – Students live with complex problems over time

- Apply a conceptual lens to the unit of learning
- Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through:
- concept attainment
- concept mapping
- concept formation
- Use of tools, resources and strategies that support student thinking and develop literacy and numeracy skills through:
- thinking routines
- thinking organizers
- tasks that promote cultures of thinking opportunities for genuine collaborative learning
- Student Agency
- Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning
- Select the most suitable tools to ensure all students are able to achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning through:
- Thoughtbooks
- My Blueprint
- Thinking Routines
- Collaborative learning
- Ensure evidence of learning is gathered over time through observations, and conversations and supported by reflective learning tools as well as the final product or performance
- Complex problems over time
- Routinely invite students to reflect on how their new learning affirms or helps them to revise or extend their response to the rich task by using items such as Thoughtbooks, and Learning Launches
- Carefully sequence learning segments to ensure learning is effectively scaffolded in support of deep learning
- Design assessment tasks (critical challenges) to involve students in solving authentic, real world or novel problems
- Develop skills and knowledge that ensure student success in responding to the challenge
- Use a planning approach such as design thinking, problem-based learning or learning cascades for a coherent and connected set of learning opportunities built around a throughline question and challenge
- Use tools like My Blueprint to support career exploration in a manner that is engaging, meaningful and inclusive

- Design learning so that students can see endless possibilities for the ways in which they apply their learning in their future lives and careers
- Lead Team collaboration on development of PD Planning
- Curriculum Design Team Participation
  - Engage curriculum design team to develop and design resources for new curriculum implementation
  - Design team to refine and enhance curriculum corner and previous resources
- New Curriculum Implementation
- Design learning tasks that allow students to apply conceptual learning in a meaningful and authentic context.
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning.
- Select the most suitable tools to ensure all students are able to achieve success in the development of competencies, skills, and dispositions that allow them to be actively involved in driving their own learning.
- Teachers and leaders will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
- Teachers design learning that enables students to see patterns, connections, and generalizations at a conceptual level as they relate the topic to the broader study. Design includes the exploration of outcomes through the lens of enduring understandings and knowledge and skills. Teacher design plans include practices that make thinking visible, support student thinking, collaboration, and the application.
- Utilize high impact assessment, evaluation, and reporting strategies from the FSD System of Reporting to ensure deep and transferable learning.
- Increase understanding of high impact, research-based assessment, grading, evaluating, and reporting principles.

VIEW OUTCOMES AND INDICATORS

GOAL

Advance literacy and numeracy by:

- Advance literacy and numeracy by:
- Advance use of high-yield principles and practices within English and French literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Advance the use and consistent application of assessments to inform teacher practice, class/school-based interventions, and support student growth and achievement.
- Set literacy and numeracy goals, targets, and implementation strategies as part of instructional design.
  - Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks.
  - Include literacy and numeracy development as part of teacher Professional Learning Team meetings.

Use high-yield principles and practices within English, English as an additional language, and French literacy and numeracy to support transfer of knowledge and skills within subject areas and across all subjects for student growth and achievement.

- Increase the practice of school leaders, teachers, and support staff to implement literacy and numeracy programming and interventions:
  - Ensure that the implementation and advancement of literacy and numeracy programming is based on current research and evidence
  - Ensure systems and structures are in place to support effective literacy and numeracy programming
  - Ensure the implementation of Alberta Education Benchmarks 2.0 and reporting requirements
  - Provide professional learning opportunities for school leaders, teachers, and support staff to design and implement quality literacy and numeracy programming for all students
- Advance the use of effective literacy programming based on the principles of literacy as follows:
  - Design for Complexity
- Instructional design moves beyond individual skills or individual subjects; consideration is given to the multiple layers of becoming literate, and lives beyond one discipline
  - Explicit and Systematic
    - Learners are guided through the learning process with focused explanations, and models of the target skill, alongside supported practice, and feedback. Instruction moves from simple to complex
  - Contextualized
    - Learning is embedded in multiple contexts; concepts are not taught in isolation, but rather taught and practiced in a wide variety of ways and places

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.

- Authentic
  - Learning is situated in real experiences that are connected to individual background knowledge. Learners are provided opportunities to connect to and find relevance in their work
- Embodied
  - Learning experiences consider the connection between the body and the mind. Learners are provided opportunities to acquire information through physical movement, song, use of manipulatives, and group interactions.

- Advance the use of effective numeracy programming based on the principles of numeracy as follows:
  - Numeracy Mindset Matters
    - Each learner develops and promotes a positive mathematical disposition; growth mindset is evident in language; enthusiasm and confidence are visible through actions and experiences in and beyond the classroom; supported practice and positive feedback is used to monitor progress and improve learning
  - Number Flexibility and Fluency
    - Learners build accuracy and automaticity with number by developing flexible and efficient thinking; the use of concrete objects, visual models, and symbolic representations connects the body and mind; understanding of number skills develops from simple to more complex
  - Balanced Instruction
    - Learners build conceptual understanding, procedural fluency, and declarative knowledge over time using a variety of research based, engaging tools and strategies in order to achieve the goals of mathematics instruction, transfer their learning to relevant situations, and embrace lifelong learning
  - Developing Mathematicians
    - Learning is authentic, meaningful, and relates to the learner's background knowledge and life experiences; concepts are connected and deepened as they are revisited over time; numerate learners skillfully transfer their understanding beyond the skill, lesson or subject to develop and demonstrate numeracy
  - Balanced Assessment and Evaluation
    - Quality, ongoing assessment is evident within instruction and used to guide instruction and improve student learning; deep understanding is demonstrated using fair, accurate and valid measures that incorporates the math processes; various reliable forms of assessment are used to evaluate student learning and achievement

- Advance the use of effective principles and practices of French Immersion language instruction such as:
  - Utilizing explicit instruction for students to learn phonics, spelling, manipulation of sounds, in grades K-4 to support the development of reading and writing skills
  - Utilize a clear and sequential progression of learning for students to develop oral language skills through understanding, speaking, interacting, and

collaborating in authentic situations to develop their Canadian linguistic duality.
    - Designing reading comprehension processes and strategies that follow a clear progression that enables students to understand information and ideas
    - Embedding French grammar in a wholistic way that is presented in a clear and detailed sequence that considers additional language learning

Advance the development and application of English, English as an additional language, and French literacy and numeracy resources and programming to support student growth and achievement.

- Provide professional learning to support in the development and application of high yield documents and strategies such as:
    - Literacy centers
    - Building thinking classrooms
    - Interventions
- Leverage artificial intelligence to enhance the development and application of literacy and numeracy resources and programming.
    - This includes using AI to create personalized learning experiences, identify and address learning gaps, and provide real-time feedback to students and educators
- Advance collaborative partnerships locally and provincially to support stakeholders and increase student growth and achievement including:
    - The Network/Interagency
    - OLEP
    - BRLI
    - Alberta Education
    - Dual Credit Partnerships
- Advance the work of our local teacher-built assessment tools for writing in literacy and number in numeracy
- Increase utilization of the staff learning link and Co-pilot agents to support teacher design that led to improved student learning

VIEW OUTCOMES AND INDICATORS

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025 *Strategy Continued From 2025-2026* *Strategy Continued From 2026-2027* *Strategy Continued From 2027-2028* *Strategy Continued From 2028-2029*

GOAL

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
  - Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success.
  - Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
  - Create culturally responsive classrooms and teaching practices that acknowledge and respect students' cultural backgrounds, languages, and identities and meet the needs of diverse learners.
- Professional Learning that promotes and supports all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students including:
  - Teaching about the historical, social, economic, and political implications of:
    - Treaties and agreements with First Nations
    - Legislation and agreements negotiated with Métis
    - Residential schools and their legacy
  - Apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects. This may include the use of foundational concepts such as:
    - Medicine wheel teachings
    - Circle of Courage philosophy of resiliency
    - Character education / 7 grandfather teachings
    - Land-based learning
    - Etuaptmumk: Two-eyed Seeing
    - Indigenous arts and ceremony
    - Traditional languages
  - Holistic and trauma informed practices that support inclusive environments where Indigenous cultures, histories and identities are recognized.
  - Dismantling anti-indigenous racism and stereotypes within local context.
- 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.

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 (AEAM)**: 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.

    - Collaborate with local First Nation, Métis, and Inuit Elders, leaders, and community to support cultural learning and accurate depiction of Indigenous worldviews as evident in curriculum.
- Support holistic and trauma informed practice by creating safe, supportive, and inclusive learning environments that honour Indigenous cultures, histories, and identities so that Indigenous students feel supported, understood, and able to fully engage in their learning.
  - Support the implementation of Truth and Reconciliation Commission recommendations.
    - Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.
    - Continue developing our HILL and HICAD committees and continue with honouring Moose Hide Day with a school wide celebration/event.
    - Making reconciliation visible through school projects accessible to full school, parents and community.
    - Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner.
    - Enhance and apply foundational knowledge of Indigenous peoples, ways of knowing and unique worldviews within all curricular subjects
    - Continue to update and share the FSD Truth & Reconciliation for Learner Success Toolkit with authentic resources for access by all stakeholders.
    - Learn of treaties including treaty rights and responsibilities
    - Build intercultural understanding, empathy, and mutual respect through trauma informed practices and cultural experiences for students
    - Identify professional learning needs of teachers and staff to support engagement in self-reflection of an individual's journey in Truth and Reconciliation
    - Build professional learning to meet the needs of teacher and staff in advancing truth and reconciliation through deeper understanding of First Nations, Métis and Inuit cultures, histories, and peoples.
    - Build, strengthen, and maintain reciprocal and respectful relationships between Indigenous peoples and non-indigenous peoples by respecting and honouring Indigenous worldviews

VIEW OUTCOMES AND INDICATORS

GOAL

Advance excellence in teaching, learning, and leading:

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.

- **Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning.**
  - Communicate a philosophy of education that is student-centred and based on sound principles of effective teaching and leading
  - Provide professional learning opportunities for teachers and leaders to collaborate, build personal and collective capacities and expertise
  - Support systemwide understanding of deep and transferable learning, through collaborative structures including professional learning communities, communities of practice, and professional learning
  - Professional learning is based on a shared vision for deep and transferable learning and trauma informed practices
  - Professional learning will enhance implementation of curriculum, including new curriculum instructional strategies and assessment practices
  - Growing professional practice of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum
  - Professional learning will apply educational research to improve professional practice
  - Use services, supports and resources, collaborate between schools and utilize education partners in professional learning
  - Encourages teachers to explore, take risks and think critically about their professional practice
  - Professional learning will support workplace wellness and will contribute to a flourishing learning community
  - Utilize collaborative structures to advance teaching, learning and leading
  - Use action research, iterative cycles, and reflective processes to engage learners with data, enhancing teaching and student learning
  - Identify and plan for areas of need, growth, and improvement

- **Develop and demonstrate a professional body of knowledge and provide instructional leadership.**
  - Teachers and leaders will apply a current and comprehensive repertoire of effective planning, and designing for deep and transferable learning and trauma informed practices
  - Teachers and leaders will engage in professional learning about K-6 curriculum, new K-9 Social, and 7-9 Math
  - Cultivate a culture of high expectations for teachers and leaders through TQS, LQS and teacher and the FSD Leadership Guide to Success

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AEAM):** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- **FSD 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)

- Ensure that all students continuously develop skills in literacy and numeracy
- Continue to build opportunities for all students to engage in digital literacy including artificial intelligence and digital information analysis
- Ensure student assessment and evaluation practices are fair, appropriate, evidence-informed and in accordance with the FSD System of Reporting
- Apply student assessment and evaluation practices that:
- accurately reflect the learner outcomes within the programs of study
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- provide accurate, constructive and timely feedback on student learning
- support the use of reasoned judgment about the evidence used to determine and report the level of student learning
- Teachers and leaders will enhance understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values through sound design, instruction and resources

- **Create inclusive learning environments where high quality teaching, learning, and leading occur.**
  - Build capacity to respond to the learning needs of all students.
  - **Build capacity to develop engaging learning environments; and employ the use of positive behaviour supports, restorative practices, and trauma informed practices.**
  - Build capacity to support student success in inclusive, caring, welcoming and safe learning environments.
  - Use appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth.
  - Employ relationship building strategies that promote positive, engaging learning environments where everyone can flourish.

VIEW OUTCOMES AND INDICATORS