



2024 – 2029 EDUCATION PLAN YEAR 3

École Joe Clark School

1208 9 Ave SE
High River, AB T1V 1L2

foothillsschooldivision.ca/joeclark@fsd38.ab.ca



foothillsschooldivision.ca/joeclark



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

In the spirit of respect and truth, we would like to acknowledge that we hold this gathering on Treaty 7 land. We gather on the traditional territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Metis community and specifically, the Métis Nation Region Three of Alberta. We give this land acknowledgement as a reminder that we are all members of Treaty 7 and that we have a shared responsibility for the future of this land and all its people. We take this time to reflect on Alberta's past and we thank you for working together for its future.

Dans un esprit de respect et de vérité, nous voudrions reconnaître que l'École Joe Clark est construite sur les terres du Traité 7. Nous nous réunissons sur le territoire traditionnel de la Confédération des Pieds-Noirs : les Siksikas, les Kainais, les Piikanis, ainsi que les nations Stoney Nakoda et Tsuut'ina . Nous reconnaissons également les membres de la communauté métisse, en particulier la Région Trois de la Nation métisse de l'Alberta. Nous faisons cette reconnaissance des terres pour rappeler que nous sommes tous membres du Traité 7 et que nous avons une responsabilité partagée envers l'avenir de cette terre et de toutes ses personnes

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

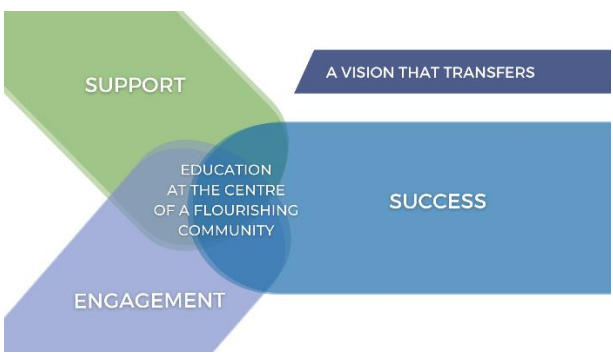
Systems Thinking

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		
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 Joe Clark School is a dual-track school serving students from Junior Kindergarten to Grade 5. Our school boasts a highly diverse student population of approximately 230 students, enrolled in both French Immersion and English Programming.

Community and Student Engagement

Our student population primarily serves the eastern half of the High River community. We lead with our hearts and firmly believe that all students can learn. We cultivate opportunities for whole-school activities, fostering a sense of community and belonging. École Joe Clark School is renowned for its student leadership capacity, strong community connections, and dynamic approach to supporting complex student needs.

Professional Learning Communities

Our commitment to working in Professional Learning Communities (PLCs) allows our staff to collaborate effectively, meeting all student needs and enhancing their own professional growth.

School Identity and Mission

We proudly identify as the Joe Clark Broncos. Our mission is encapsulated in our motto: “Believe in yourself, Découvrez le leader en vous!” (Discover the leader in you!).

Visual Highlights

For visual highlights of our school year, please visit the Ecole Joe Clark School Instagram feed (@joeclarkschool).



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:

- Family Engagement and Communication
 - Schoolwide visual journal implementation to engage both parents and students in a conversation about their child's progression of learning
 - Recognize and celebrate school community members through communications, special days, and engagement events.
 - Create French Immersion Parent Sub-Committee within School Council to enhance FI family engagement
- Community Partnerships and Assurance
 - Provide assurance that engagements with partners in education are contributing to positive changes in our learning community
 - Strengthen reciprocal community partnerships through collaborative engagement and shared strengths to support shared growth, student success and a strong sense of belonging
- Social Emotional Learning (SEL) and Family Support
 - Support parent engagement in social emotional learning by connecting families with community agencies (i.e. McMan Youth and Family Services, SEL Werklund Foundation partnership)
 - Providing accessible opportunities for families to build skills, relationships and strong sense of belonging
 - Continued strong communication between home and school to support students social emotional learning through weekly updates
- Equity, Inclusion and Newcomer Support
 - Engage newcomer families in their child's learning and school community
 - Strengthen partnerships with community organizations to reduce barriers and support shared growth, student success and belonging

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.
 - Incorporating stakeholder input based on engagement at various points throughout the year
 - Leverage Education Plans and AERRs as learning tools to analyze results, identify insights, and inform next steps year over year; communicate

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.

evidence and conclusions clearly to build trust, transparency, and shared responsibility for improvement.

- **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.
 - Provide increased opportunities for school council to be involved in developing our school education plan in meeting obligations under Section 12 of the School Council's Regulation
 - Continue to promote opportunities for engagement within the system and school levels through participation in: Students Matter, Alberta Education Assurance Survey, FSD Assurance Survey, School Council, and The FSD Council of School Councils (COSC)
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Build processional capacity and a commitment to continuous improvement with all stakeholders in our school community.
 - Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action.
 - Ensure communications (Education Plan, AERR, school plans, newsletters, website content) explicitly show how engagement with families and partners leads to decisions, actions, and improved student outcomes.



🔗 **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 emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
- Implementing a school based SEL and Mental Health program through partnership with Werklund Foundation and Mind Up! Programming that supports student self-regulation, resilience and ready to learn.
- Partner with school community, and provincial Nutrition program to provide students with healthy options for breakfast and lunch through our School Breakfast Program and Food for Thought
- Continue to increase student voice, belonging and connection through school and division wide leadership opportunities and clubs.
 - Analyze SOS-Q results with individual students to identify priority areas that will improve learner experiences, resilience and engagement
 - Create an intentional student voice and leadership opportunities that will increase student agency, engagement, and ownership of learning. (i.e. Students Matters Team, Grade 5 Leadership Club, Student Led Assemblies etc.)
 - Ensure leadership opportunities will be inclusive and representative so more learners will see themselves as contributors and leaders.
- Expand wraparound partnerships with the community that protect and contribute to workplace wellness for staff

Advance a continuum of supports by:

- Create safe flexible spaces for student learning (i.e. Learning coach room, sensory room, student quiet spaces)
 - Full Implementation of student support rooms as a model to address diverse needs of students (ex. Learning Coach Room, Think Tank Student Support Model)
 - Enhance inclusive learning environments where high-quality teaching, learning, and leading occur.
 - Continue to develop, refine and schedule small group interventions to support more student needs in areas of literacy, numeracy and SEL/Mental Health
 - Continue to promote use of SEL/Mental Health and Self-Regulation resource use in these safe spaces (i.e. Mind Up!, Spots program, Wonder Pup Book Series etc.)
- Develop clear structures to access and coordinate division and community supports, ensuring strong collaboration and a responsive continuum of care for students with complex needs.

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.

- Strengthen Referral practices and in-school interventions to support student success
- Strengthening inclusive learning consultation when required support extends beyond the school's local continuum of support.
- Enhance parent/guardian communication to build understanding of learner areas for growth and continuum of supports available
- Facilitate meaningful family-school collaboration by providing clear, accessible information related to specialized student supports

🔗 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:

- Leverage existing group collaborative structures to build school capacity in Maker Centered and CTF learning. **Including:**
 - Learners will participate in regular maker-centered experiences, engaging in hands-on, creative problem-solving and design activities integrated across the curriculum.
 - Enhance Career and Technology Foundations programming through engaging students in learning challenges across curricula
- Support teachers designing learning for conceptual understanding, increased challenge, deepened thinking, increased student agency, and a sense of life-long learning.
- Learners benefit from well-designed tasks and consistent support across classrooms, so they can reflect, revise, and transfer learning to new situations.

Advance learning that transfers by:

Students develop deep and transferable learning by building conceptual understanding, exercising agency, and solving complex problems over time.

Conceptual understanding

Learners will:

- Engage with Visual Journals to enhance and explore conceptual learning through thinking routines and deep learning opportunities
- Engage in meaningful real-world tasks that connect learning beyond school (e.g., project-based learning, rich questions requiring decisions and justification)

Student Agency

Learners will:

- Utilize visual journals as a method for exploring and advancing learning that transfers
- Apply learning in authentic, personally meaningful contexts
- Exercise voice and choice in how they learn and demonstrate understanding
- Build ownership using tools and structures (e.g., Thought books, Visual Journals, Nature Journals, thinking routines, collaboration)
- Monitor growth over time through reflection, self-assessment, and evidence of learning

Complex Problem over time

Learners will:

- Engage with high-quality tasks and assessments as part of regular classroom learning to encourage deep and transferable learning
- Connect learning to future pathways, recognizing transfer across careers and life contexts

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.

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

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

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Learners in French Immersion will experience language instruction that:
 - Builds phonological awareness, ending and spelling skills through explicit instruction in early grades.
 - Develops oral language skills through authentic, interactive communication.
 - Supports comprehension through structured progressing on strategies
 - Embeds grammar instruction in meaningful and developmentally appropriate ways.
 - Utilizes a French Language Monitor role to support students with oral fluency
- Strengthen the use of provincial and local assessment evidence so learners receive timely, responsive supports that promote literacy and numeracy growth and achievement in both French and English Programs.
 - Consistent and purposeful use of assessment information across language learning, literacy, and numeracy to monitor progress, identify strengths and needs, and inform responsive supports.
 - Learners' progress is monitored through updated and clearly communicated provincial and local assessment schedules, ensuring assessment practices are purposeful, coordinated, and supportive of Learner learning.
- Developing a structured literacy intervention plan based on data, with targeted supports in English and French programs.
- Developing a numeracy intervention plan based on data with targeted supports in English and French programs.
- Learners will experience numeracy instruction that reflects the following principals:
 - Numeracy Mindset Matters: Learners develop confidence, perseverance, and positive mathematical dispositions, fostering a belief that all students can grow as mathematicians
 - Number Flexibility and Fluency: Learners build accuracy, efficiency and deep understanding through flexible thinking, supported by the intentional use of concrete materials, visual models and symbolic representations.
 - Balanced Instruction: Learners develop conceptual understanding, procedural fluency and declarative knowledge through a balanced approach to instruction that evolves over time.
 - Developing Mathematicians: Learners apply numeracy skills in authentic contexts, transferring their understanding across subject areas and beyond individual lessons.
 - Balanced Assessment and Evaluation: Learners demonstrate their understanding through fair, accurate and varied assessment practices that inform instruction and support ongoing learning.

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



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.
 - Learners will engage in school environments where Indigenous identities, cultures, and histories are affirmed and embedded in everyday practice.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Learners will receive coordinated support aligned with the continuum of supports
 - Learners will access universal, targeted and individual support that respond to academic, cultural and wellbeing needs
 - Mentoring opportunities for learners exist with Elders, Knowledge keepers, and indigenous leaders
 - Nutrition supports school-based food programs.
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Working with families to effectively support and implement focused learning strategies to achieve individualized learning goals
 - Access grant money and cultural funds to support school presentations each year to develop our collective foundational knowledge and appreciation of culture.
- 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:
 - Explore Circle of Courage philosophy of resiliency
 - Explore land-based learning opportunities and incorporate into visual and nature journals
 - Exploring arts and cultural experiences to enhance learning opportunities
 - Incorporating foundational knowledge into visual journals in authentic and meaningful ways

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

 **4 Year Data Trends and Key Insights**

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.

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading and learning
 - Teachers and leaders will engage in professional learning about K-6 curriculum, new K-9 Social Studies
 - School wide Professional Development and Implementation of Visual Journals
 - Leverage visual journals to advance excellence in teaching and learning, while clearly documenting and communicating student growth over time through rich, ongoing visual evidence.
- Strengthening collaborative learning structures (PLCs/CoPs) as the engine of improvement
 - Provide professional learning opportunities for teachers and leaders to collaborate and build personal and collective capacity and expertise
 - Utilize collaborative structures to advance teaching, learning and leading
- Develop and demonstrate a professional body of knowledge and provide instructional leadership
 - Apply a current and comprehensive repertoire of effective planning and design strategies for deep and transferrable learning in numeracy
 - Professional Learning and Implementation of School wide Social Emotional Learning Program (Mind Up)
- Enhance inclusive learning environments where high quality teaching, learning and leading occur.
 - Building professional capacity of Learning Coaches and Educational Assistants
 - Engage support staff in professional learning (e.g. EA Elevate monthly sessions) that strengthens their practice in supporting high-quality teaching and learning
 - Review school continuum of supports as a team and use intentionally as a learning support team to determine student supports and next steps (focused on Tier 3 and 4)
 - Building professional learning opportunities for staff around Positive Behaviour Supports (BPS, Wise Plans) and implementing Therapy Goals (SLP, OT and PT)

 **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-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)



