



2024 – 2029

EDUCATION PLAN YEAR 3

**Ecole Okotoks Junior High
School**

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ECOLE OKOTOKS JUNIOR HIGH SCHOOL

EDUCATION PLAN 2024 - 2029 (YEAR 3)

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

[View our 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

We, the Ecole Okotoks Junior High School community, acknowledge the transition and ancestral lands of the Indigenous peoples of Treaty 7 territory (signed in 1877), on which this school is located, where we learn together, work together, and encourage each other to live in a good and respectful way.

We recognize, honour, and remember the Indigenous peoples who have lived here and continue to live on this land: the Siksika, Kainai, Piikani, Stoney-Nakoda, and Tsuut'ina. Okotoks is also home to the Rocky View District of the Otipemisiwak Métis Government for the Métis Nation within Alberta.

When we gather on this territory, we commit ourselves to learning how to be better lifelong learners, stewards of the land, and contributing members of this community.

Nous, la communauté de l'École Okotoks Junior High School, reconnaissons les terres traditionnelles et ancestrales des peuples autochtones du territoire du Traité 7 (signé en 1877), sur lesquelles cette école est située, ou nous apprenons, travaillons et encourageons mutuellement à vivre d'une manière respectueuse et en amitié.

Nous reconnaissons, souvenons et honorons les peuples autochtones qui ont vécu ici et continuent de vivre sur cette terre : les Siksika, Kainai, Piikani, Stoney-Nakoda et Tsuut'ina. Okotoks est également le site du district Rocky View du gouvernement métis Otipemisiwak pour la nation métisse de l'Alberta.

Lors que nous nous réunissons sur ce territoire, nous nous engageons à apprendre à devenir de meilleurs apprenants tout au long de la vie, des intendants de la terre et des membres actifs de cette communauté.

[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

Ecole Okotoks Junior High School (EOJHS) is a grade 7-9 school with approximately 420 students. EOJHS is a dual track school, with programming offered in both French Immersion and English. EOJHS takes great pride in its ability to offer a wide range of learning opportunities in the classroom, community and outdoors.

To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts, Leadership and physical activity opportunities. These include construction, foods, sports performance, textiles, digital design, band, choir, guitar, outdoor education, makerspace, and drama to name a few.

Our athletic teams have incredible success on the trails, the fields, the courts, and track. Our performing arts groups perform both locally, at provincial festivals, and also travel to destinations like Disneyland and Nashville. Students in the Outdoor Expedition program take back country camping trips in the Kananaskis Parks.

Our school continues to provide students with incredible opportunities to learn and grow as we strive to be the best place to experience junior high. We are the home of the Ocelots and are “In pursuit of excellence”.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- o Utilize tools to target education partners and gather feedback that informs decisions relating to several aspects of our learning community
- o We will share our Ed Plan and how we are meeting our goals with School Council
- o Continue to focus on assurance, and look for new opportunities to gather stakeholder voice to enhance school
 - o Utilize tools to report engagement data back to our partners in education to signify of the impact of their feedback as it relates to contributing to a positive learning community
- o We will continue weekly communication with the community, parents, teachers and students, and sharing our response to their feedback
- o Regularly highlight our story of success of the learning students are engaging in to bring parent awareness and understanding. This is done through news releases, social media posts, newsletters, and website content

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.

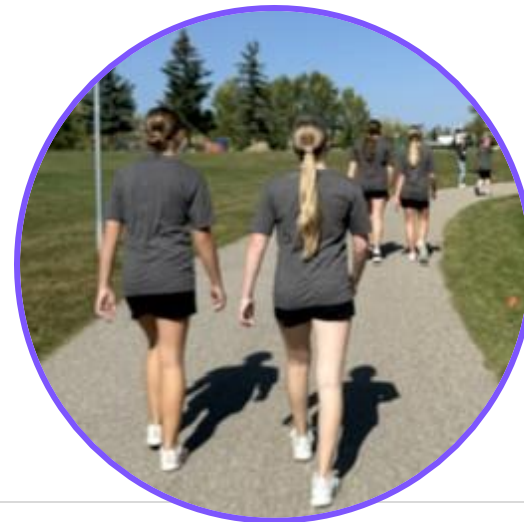
Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Measuring, analyzing and reporting results and using results to identify areas for improvement
 - Continue to curate and analyze available school-based data so that we can focus on evidence informed actions
 - Use evidence consistently to inform education plans, budgets, and improvement strategies, ensuring alignment between priorities
 - Evaluate impact by assessing outcomes against success criteria and identifying what improved (and for whom) and what should be strengthened or refined.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Celebrate and communicate successes and accomplishments to ensure accountability and provide assurance for continuous improvement.
 - Continue to engage with parents, students and other educational partners to grow involvement in our schools and to inform decision making
 - Celebrate and communicate successes and accomplishments to ensure accountability and provide assurance for continuous improvement
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making
 - Continue to build capacity for all staff around data informed decision making and practice

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

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



OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- o Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
- o Continued use of Trauma Informed Practices, Positive Behavior Supports and Restorative Practices
- o Continued focus on social emotional learning to support student well-being.
- o Continue to expand the support of the Minds Matter team in our classrooms.
- o Create a Speaker Series that encourages kindness and empathy and addresses bullying.
- o Accessing community supports to further enhance wellness programming within the school
- o Continue to leverage Student Matters and the Student Orientation to School Questionnaire (SOS-Q) data to identify areas of growth and develop creative solutions to address these areas of growth.
- o Expand the washroom beautification project to the Grade 8 washrooms.
- o Identifying students who don't have a strong connection to a trusted adult to tag someone to them and build connections through regular check-ins.
- o Intentionally increase the visibility of the continuum of supports to all stakeholders to ensure parents and students understand how to access available services

Advance a continuum of supports by:

- o Continue to implement, refine, and expand the continuum of support based on current student profiles to address social, emotional, physical, and academic growth for students.
- o Continued support of stakeholder voice through various platforms including, but not limited to, Students' Matters, SOS-Q Survey, and Engagement Survey
- o Continued and enhanced parent communication to develop understanding of student areas for growth and supports available
- o Ensure access to Professional learning opportunities for staff 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
- o Use current student profiles to target supports that improve learner success
 - Implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth.

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.

- Collaborate with schools to implement universal, targeted, and individualized supports that increases accessibility to learning environments for all learners, including learners with complex needs.
- o Consistent structure for school-based support teams to collaborate and enhance supports for learners (including Youth Development Coaches, Family School Liaison Counsellors, Educational Assistants, Learning Coaches, Academic and Career Advisors, and Administrators).
- o Intentionally increase the visibility of the continuum of supports to all stakeholders to ensure parents and students understand how to access available services

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- o Support teachers designing learning for conceptual understanding, increasing challenges, deepening thinking, developing student agency, and builds a sense of life-long learning
- o Support teachers developing and enhancing innovation and design opportunities in CTF programing such as Codebotics, Makerspace, and Digital Design
- o Build the capacity of staff to lead Innovation and Design programming at the school and system level
- o Advance Career Education to provide students with real world experiences that prepare them for their future.
- o 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
- o Learners engage in maker-centered, CTF, and CTS experiences that build creativity, problem solving, collaboration, and technical confidence through hands-on learning.
- o Learners can access a broad range of CTF/CTS options and learning pathways that match their strengths, interests, and aspirations

Advance learning that transfers by:

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.

- Learning will be designed through conceptual understanding, empowering student agency, and addressing complex problems over time to optimize student learning.
 - Develop rich tasks that are meaningful to students that connect curricular concepts to life beyond school through real-life learning tasks
 - Increase understanding of high impact assessment, evaluation, and reporting strategies to ensure deep and transferable learning.
 - Incorporate triangulated assessment evidence, including observations, conversations and products, rather than a single type of assessment, to evaluate and report student learning
 - Involve students in assessment so that they can articulate their areas of strength, areas for growth, and next steps for learning
 - Design assessment tasks (critical challenges) to involve students with solving authentic, real world, or novel problems.
- 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.
 - Admin will map out year-long professional learning plans that specifically attend to Deep and Transferable Learning in their schools and link concepts from new curriculum (SS K-9 and Math7-9)
- Learning Environments That Support Transfer
 - o Students will experience:
 - Coherent learning that builds competencies and deepens understanding of curriculum
 - Consistent emphasis on literacy, numeracy, core competencies, and concept-based learning
 - Opportunities for innovation, design, and problem solving
 - Strong instructional design supported by system and community expertise

- **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:

Strengthen the use and consistent application of all provincial and local assessment measures (assessments in English, English as an additional language proficiency, and French literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement

- Schools will analyze local and provincial data to improve student learning and inform enhancements to the continuum of supports
- For identified at-risk students high-yield strategies will be implemented such as:
- Design instructional practices for deep and transferable learning
- Effective use of intervention resources and strategies to enhance student learning and improve literacy and numeracy
- French Language learners progress is monitored through the use of DELF exams, ensuring Learner learning is in alignment with international standards
- Learners engage in instructional experiences intentionally designed for deep and transferable learning.

Ensure learners experience 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
- Learners will engage in literacy and numeracy learning experiences grounded in high-yield principles and practices across English, English as an Additional Language, and French programming, supporting growth, achievement, and transfer of learning.

Advance the development and application numeracy resources and programming to support student growth and achievement through the application and strategies such as Building Thinking Classroom and effective Math interventions.

- Increase utilization of the staff learning link and Co-pilot agents to support teacher design and implementation of effective resources that lead to improved student learning.
- Provide professional learning to support in the development and application of high yield documents and strategies such as:
 - Building thinking classrooms
 - Interventions

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.

- o Leverage artificial intelligence to enhance the development and application of literacy and numeracy resources and programming.
- o This includes using AI to create personalized learning experiences, identify and address learning gaps, and provide real-time feedback to students and educators
- o Learners will benefit from the thoughtful use of artificial intelligence to support personalized learning, identify learning gaps, and provide timely feedback.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



GOAL & STRATEGIES

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

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Utilize authentic resources to support high-yield instructional tools and strategies by Accessing and sharing The Truth & Reconciliation for Learner Success Toolkit “Resources” page making available resources, within and outside the school community, to enhance student learning and development
 - Enhance opportunities for Indigenous focused programming including:
 - Land-based learning spaces
 - Reconciliation projects
 - Learning partnerships with Elders, knowledge keepers and cultural advisors
 - Cultural celebrations and recognizing significant dates (i.e. Sept 30, May 5, and June 21)
 - Learners will receive coordinated support aligned with the continuum of support.
 - Learners will access universal, targeted, and individual support that responds to academic, cultural and well-being needs such as:
 - Literacy and numeracy interventions
 - Mentoring opportunities with Elders, knowledge keepers and Indigenous community leaders
 - Nutrition supports including school-based food programs
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Continued focus on cultivating a sense of belonging through intentional development of safe and welcoming school cultures by advancing, sharing, and celebrating First Nation, Métis, and Inuit cultural knowledge throughout school year beyond Sept 30th and June 21s
 - Support and enhance First Nation, Métis and Inuit parent, guardian, and community engagement through:
 - building, strengthening, and maintaining healthy communication and interactions with students, parents, Elders, knowledge keepers, cultural advisors, and community members to best support student success

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.

- o Learners experience welcoming, safe, and culturally affirming school communities that foster belonging, resilience, and positive identity development such as:
 - visible cultural spaces
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - o Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture
 - o Learners and staff engage in Truth and Reconciliation learning aligned with Calls to Action #63, grounded in accurate, authentic, and age-appropriate teaching of First Nations, Métis and Inuit histories, treaties, legacy of residential schools, and contemporary realities.
 - o Learners and staff will experience learning environments where Indigenous perspectives, ways of knowing and worldviews meaningfully shape learning, supporting relevance, critical thinking, and deeper understanding across subject areas.
 - o Learners will benefit from instructional practice shaped by ongoing professional learning that strengthens culturally responsive, trauma-informed teaching, fostering greater trust, belonging, and engagement.
 - o Learners and staff will build understanding, inclusion, and respect for diverse cultures

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

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.

- o Providing professional learning opportunities for teachers and leaders to collaborate, build personal and collective capacities and expertise.
- o Professional learning will apply educational research to improve professional practice
- o Professional learning is based on a shared vision for deep and transferable learning and trauma informed practices
- o Professional learning will enhance implementation of curriculum, including new curriculum instructional strategies and assessment practices
- o Growing professional practice of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum
- o Support systemwide understanding of deep and transferable learning through professional learning communities, communities of practice, and other collaborative structures.
- o Utilize collaborative structures to advance teaching, learning, and leading across schools.
- o Encourage teachers to explore, take instructional risks, and think critically about professional practice to improve student learning
- o Enhance curriculum implementation through professional learning in new curriculum instructional strategies and assessment practices.

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

- o Teachers and leaders will apply a current and comprehensive repertoire of effective planning, and designing for deep and transferable learning and trauma informed practices
- o Teachers and leaders will engage in professional learning about K-6 curriculum, new K-9 Social, and 7-9 Math
- o Engage in focused professional learning on new K-9 Social, Physical Education and Wellness, Career Education & Financial Literacy and 7-9 Math to improve instruction.
- o Expanding digital literacy, including AI and digital information analysis

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)

- Build opportunities for all students to engage in digital literacy, including artificial intelligence and digital information analysis.
- Teach safe, ethical, and responsible technology use that supports future-ready skills and learner success.
- Embed technology-rich learning tasks that strengthen communication, critical thinking, creativity, and problem-solving.

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

- o Teachers and leaders support student success in inclusive, caring, welcoming and safe learning environments
- o Implementing a continuum of supports responsive to student needs
 - Use a continuum of supports to address academic, social, emotional, and behavioural needs.
 - Coordinate classroom, school, and system supports to respond early and effectively to student needs.
 - Adjust supports based on evidence of student progress and well-being.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

