

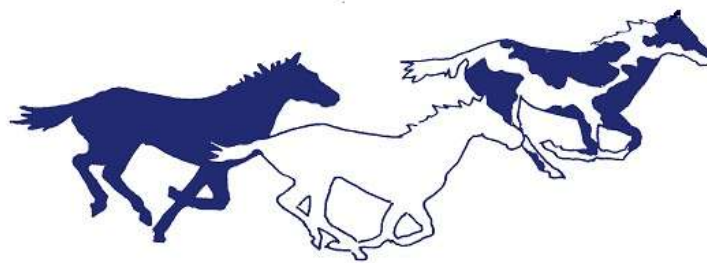


2024 – 2029 EDUCATION PLAN YEAR 3

École Senator Riley Middle School

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ÉCOLE SENATOR RILEY MIDDLE 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

In the spirit of reconciliation, we want to acknowledge High River and area as a traditional 'gathering place, travel route, and meeting grounds for the territories of the: Îyârhe Nakoda First Nations comprised of the Chinikay, Bearspaw, Goodstoney nations, the Tsuut'ina nation, the Siksikaitsitapi comprised of the Amskapi Piikani, Siksika, Kainai, Piikani nations, and the Métis People.

Spanning generations, acknowledgement of the land is a traditional custom of Indigenous peoples and an important part of reconciliation. It gives voice to the authentic history of the land and its original peoples. Honouring the land in this way acknowledges the story of the creation of this country in a way that has historically been suppressed.

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

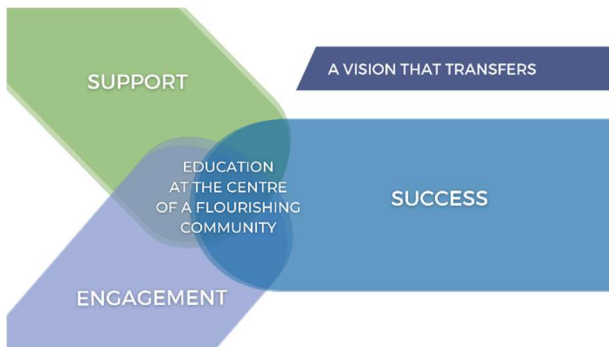
Accountability and Assurance
Alberta Education & Childcare and Foothills School Division
Goal Alignment
Systems Thinking

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 Senator Riley Middle School is a Grade 6 – 8 dual track French Immersion School. Located in the town of High River, Senator Riley was initially a Jr. Sr. High School built in 1953. Home to the Mustangs and Regals, Senator Riley offered a robust academic and athletic program in the Foothills School Division. ÉSRMS was recommissioned and re-opened in 1996 as a middle school and home to the Colts!

École Senator Riley Middle School serves more than 300 students from High River, Cayley, and Blackie. Our school is committed to creating a learning community where every student feels a sense of belonging, forms meaningful relationships, and is supported in achieving both personal and academic success. Through innovative programming, including French Immersion, Fine Arts, Career and Technology Foundations (CTF), outdoor education, athletics, and diverse extracurricular opportunities, we foster curiosity, resilience, and student agency while creating opportunities for students to understand their strengths, build meaningful relationships, and experience success in ways that honour their individual gifts and abilities. Guided by a commitment to inclusive, relationship-centered, and developmentally responsive practice, we strive to ensure every learner is engaged, supported, and empowered to reach their full potential.



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

Advance stakeholder engagement and communication by fostering meaningful, transparent, and collaborative partnerships with students, families, staff, School Council, Indigenous partners, and the broader community that strengthen trust, belonging, and shared responsibility for student success.

Communication and Information Sharing

- Strengthen communication with students, families, and the broader community through regular Instagram and Facebook updates that celebrate student learning, school events, achievements, and opportunities for involvement.
- Maintain the bi-weekly **Colt Connection** newsletter to provide timely information, celebrate successes, and communicate upcoming events, initiatives, and learning opportunities.

Family and Community Engagement

- Provide parent and caregiver information sessions that support student success, well-being, adolescent development, digital citizenship, and topics identified through community feedback. (See also *Advance Wellness and Well-being*.)
- Provide learning opportunities for students and families by hosting presentations, workshops, and guest speakers that strengthen partnerships between home, school, and community.
- Engage parents and caregivers as collaborative partners in student support through restorative conversations, strengths-based planning, and collaborative problem-solving.

Student Voice and Community Partnerships

- Expand opportunities for students to contribute to school decision-making through leadership initiatives, surveys, and collaborative planning processes.
- Grow and strengthen School Council as an active partner in educational planning and school improvement.
- Engage students, families, Indigenous partners, and community members in naming or renaming learning spaces using Indigenous languages or locally significant names that reflect the history, geography, and cultural identity of the

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.



High River area. Examples may include, but are not limited to, Highwood, Ispitsi (Spitzee), Cottonwood, and iiní na (Bison).

Celebrating Learning and School Culture

- Foster a positive school culture by recognizing and celebrating student growth, achievement, leadership, creativity, citizenship, service, and athletic accomplishments.
- Continue to implement Colt Tickets to recognize positive contributions, character, and acts of kindness throughout the school community.
- Celebrate student success through monthly Student and Athlete Recognition, awards celebrations, concerts, performances, and showcases of learning.

Feedback and Shared Decision-Making

- Maintain an ongoing feedback process that informs, consults, and empowers students, families, staff, School Council, and community partners to guide school improvement and decision-making.
- Regularly communicate how stakeholder feedback has informed school priorities, decisions, and continuous improvement efforts to strengthen transparency, trust, and shared ownership.

Advance Evidence-Based Continuous Improvement and Assurance

Advance evidence-informed continuous improvement through collaborative inquiry, ongoing reflection, and data-informed decision-making that supports student growth, well-being, and school improvement.

Evidence-Informed Decision-Making

- Maintain a continuous improvement cycle that gathers, analyzes, and reflects on multiple sources of evidence to identify strengths, monitor progress, and inform future planning.
- Support staff in collaboratively analyzing Alberta Education Assurance Measures (AEAM), school-based evidence, and student learning data to guide instructional practice and school improvement priorities.
- Utilize Foothills School Division Assurance Survey results and other school-based evidence to evaluate progress, identify emerging needs, and inform strategic planning.

Engagement and Collaborative Inquiry

- Develop meaningful engagement processes that encourage students, families, staff, School Council, and community partners to work together to identify priorities and create positive change.
- Invite families and community members to review school data, celebrate successes, identify priorities, and contribute ideas that inform continuous improvement planning.
- Ensure engagement opportunities are responsive to the diverse needs, perspectives, and experiences of our school community.

Learning and Capacity Building

- Communicate how Alberta Education priorities, Foothills School Division strategic direction, assurance evidence, and the evolving needs of the École Senator Riley school community inform the School Education Plan.

🔗 **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

Advance wellness and well-being by fostering a safe, caring, inclusive, and relationship-centred school culture where students and staff experience belonging, connection, resilience, and opportunities to flourish.

Foster Student Belonging and Well-Being

- Promote inclusive learning environments where every student feels welcome, respected, and supported to participate fully in all aspects of school life while honouring their unique strengths, identities, cultures, and learning needs.
- Strengthen student voice and leadership through initiatives such as Students Matter, Student Council, leadership opportunities, and meaningful participation in school decision-making.
- Provide diverse opportunities for students to develop meaningful relationships and a strong sense of belonging through Fine Arts, Career and Technology Foundations (CTF), athletics, clubs, outdoor learning experiences, extracurricular activities, and school-wide events.
- Foster learning environments where students feel safe, valued, respected, and understood, contributing to improved engagement, resilience, and overall well-being.
- Celebrate student growth, achievement, leadership, creativity, citizenship, and service in ways that strengthen school pride, a sense of belonging, and positive relationships.

Foster Staff Well-Being and Professional Culture

- Cultivate a collaborative staff culture by creating intentional opportunities for connection, reflection, and professional learning that strengthen relationships, foster psychological safety, and ensure every staff member feels valued, supported, and empowered.
- Provide opportunities for staff to engage in collaborative professional learning, reflective practice, and shared problem-solving that strengthen professional relationships and build collective capacity.

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.

Build Professional Capacity to Support Student Well-Being

- Build staff capacity to understand trauma, attachment, child and adolescent development, mental health, and neurodevelopment better to support student learning, behaviour, and well-being.
- Strengthen staff understanding of relationship-centred, inclusive, developmentally responsive, and trauma-informed practices that promote emotional safety, belonging, and student success.
- Enhance staff confidence and professional efficacy by providing ongoing professional learning, collaborative inquiry, and shared approaches that strengthen capacity to respond effectively to increasingly complex student needs.
- Promote consistent school-wide practices that prioritize regulation, connection, predictability, and emotional safety to support students during times of stress, anxiety, and behavioural escalation.
- Develop a shared understanding of evidence-informed practices that support positive mental health, emotional regulation, and inclusive learning environments.

Advance a Continuum of Supports

Advance a continuum of supports by ensuring every student has equitable access to responsive, relationship-centred, inclusive, developmentally responsive, and trauma-informed supports that foster belonging, well-being, engagement, and success.

Foster Safe and Supportive Relationships

- Ensure every student has opportunities to develop meaningful relationships with trusted adults within the school community.
- Identify students who may be at risk or lack a strong connection with a trusted adult and intentionally develop supportive relationships that foster belonging, engagement, and well-being.
- Strengthen partnerships with families through collaborative communication, shared planning, and relationship-centred practices that support student success.

Strengthen Universal Supports (Tier 1)

- Strengthen universal school-wide practices that proactively promote emotional safety, regulation, belonging, and connection for all students throughout the school day.
- Implement consistent relationship-centred, inclusive, developmentally responsive, and trauma-informed practices across classrooms, leadership, student supports, and family communication to ensure equitable and predictable experiences for every learner.



- Promote learning environments that recognize and respond to the diverse strengths, identities, cultures, and learning needs of all students.

Enhance Targeted and Individualized Supports (Tier 2 & Tier 3)

- Enhance targeted and individualized supports by strengthening staff understanding of the factors influencing behaviour, including trauma, attachment, anxiety, executive functioning, mental health, and developmental needs.
- Develop collaborative intervention plans that integrate academic, behavioural, social-emotional, mental health, and family supports tailored to each student's strengths and needs.
- Monitor student progress and adjust supports through collaborative problem-solving, ongoing review of evidence, and responsive intervention planning.

Strengthen Collaborative Systems of Support

- Align disciplinary, restorative, and intervention practices with relationship-centred, developmentally responsive, and trauma-informed approaches that emphasize support, learning, restoration, accountability, and growth rather than punishment.
- Build collaborative staff capacity to identify, respond to, monitor, and evaluate student needs through a shared framework that integrates academic, behavioural, mental health, and family supports.
- Promote collaborative decision-making through multidisciplinary teams that integrate educational, behavioural, mental health, family, and community perspectives to support student success.
- Strengthen partnerships with families, community agencies, and education partners to provide coordinated, wraparound supports that promote student well-being, belonging, and long-term success.

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:

Advance systemic staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL), Career and Technology Foundations (CTF), within Foothills School Division to support Deep and Transferrable Learning through design thinking while exposing students to a greater breadth of possible career options

- Support teachers as they design learning which supports belonging, independence, mastery and generosity
- Colt Friday afternoons have allowed staff to offer options that allow students to try things that are applicable to various careers and deeply rich learning
- Clearly outline how Colt Fridays connect to the CTF curriculum
- Create time during staff meetings to meet in groups to plan and set goals for Colt Fridays

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.

- Bringing in outside experts to help with our Friday Colt options, as well as our intervention time has provided students with insight into various possible careers and providing them with some ideas as to what skills they would need
- Continue off-campus Band trips to feeder schools
- Work with our Student Council / Students' Matters to create a career or wellness day where we bring in speakers that focuses on student futures and possibilities.

Advance learning that transfers by:

Advance system wide understanding of how 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

- Deep, rich learning provided during options, Colt Interventions, and regular classes allow for transferable learning in many contexts
- Refocus on the 3 Principles of Deep and Transferable learning specifically problematizing the curriculum

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.

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

- Staff meet monthly in PLCs to discuss best practices and students who require additional support, and create common assessments
- Focus on the new curriculum and work in teams to support each other in understanding and planning with a focus on the 3 principles
- Create imbedded PLC time so that teachers can work on their work with colleagues during the day.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and KEY INSIGHTS

GOAL & STRATEGIES

Advance literacy and numeracy by:

Advance system-wide 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

- Staff meet frequently to discuss students and teaching practices to ensure that needs are being met for all students
- Utilizing thinking classroom strategies to improve student understanding, especially regarding numeracy

Advance the development and application of English and French literacy and numeracy resources and programming to support student growth and achievement

- PLC time monthly and during Colt Friday options allow teachers to collaborate and create meaningful assessments/rubrics, etc.
- Using divisional resources to help improve understanding of literacy and where we need to go next
- Enriching field trips for our FI classes that focus on improving conversation
- Imbedded PLC time to look at literacy progression across the middle school grades
- Learning Commons Facilitator will focus on literacy initiatives such as bringing in Authors and running reading challenges, Book Fairs, Monthly Literacy and Numeracy engagements with the LCF

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit Student Success

Advance First Nations, Métis, and Inuit student success by strengthening relationships, honouring Indigenous ways of knowing, and continuing to refine our continuum of supports, systems, instructional practices, and community partnerships to improve educational outcomes, foster belonging, and advance Truth and Reconciliation.

Foster Student Success and Belonging

- Strengthen educational outcomes for First Nations, Métis, and Inuit students through responsive instructional practices, equitable supports, and relationship-centred approaches that recognize and honour each learner's strengths, identity, culture, and aspirations.
- Continue to refine school-based systems and supports that reduce barriers to learning while promoting student engagement, well-being, achievement, and belonging.
- Partner with students and families to develop individualized supports that promote academic success, cultural identity, and meaningful school engagement.
- Connect First Nations, Métis, and Inuit students with Elders, Knowledge Keepers, Indigenous Graduation Coaches, and Indigenous Education staff to strengthen relationships, cultural identity, and student success.

Honour Indigenous Ways of Knowing

- Create authentic opportunities for students to learn through First Nations, Métis, and Inuit perspectives, cultures, histories, languages, and worldviews across curricular and extracurricular experiences.
- Continue to expand land-based learning opportunities through the outdoor classroom, school garden, and experiences that encourage students to learn on and from the land.
- Integrate the Two-Eyed Seeing principle by creating opportunities for students to learn through both Indigenous and Western ways of knowing, fostering mutual respect and understanding.
- Ensure classroom learning environments, resources, and both the formal and hidden curriculum authentically reflect Indigenous histories, cultures, perspectives, and ways of knowing.

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.

Create Culturally Affirming Learning Environments

- Create learning environments that authentically reflect the histories, cultures, languages, and contemporary perspectives of First Nations, Métis, and Inuit through classroom resources, artwork, signage, learning spaces, and student experiences.
- Increase authentic Indigenous representation throughout the school by collaborating with local Elders, Knowledge Keepers, Indigenous artists, students, and families to ensure representation is locally meaningful, respectful, and culturally accurate.
- Incorporate local Indigenous languages, place names, cultural teachings, and significant historical references into learning spaces and the physical school environment where appropriate.
- Ensure Indigenous perspectives and ways of knowing are intentionally embedded throughout the school year and across all areas of learning rather than being limited to designated days, weeks, or events.

Advance Truth and Reconciliation

- Support the ongoing implementation of the Truth and Reconciliation Commission of Canada's Calls to Action through intentional learning, relationship-building, and culturally responsive educational practices.



Goals, Outcomes, Indicators, Measures, Details



4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance Excellence in Teaching, Learning, and Leading

Advance excellence in teaching, learning, and leading by fostering a culture of continuous professional learning, reflective practice, innovation, and collaboration that strengthens student learning, well-being, and achievement.

Strengthen Professional Learning

- Foster a culture of career-long professional learning where teachers, leaders, and support staff engage in ongoing reflection, collaborative inquiry, and evidence-informed practice to strengthen teaching, learning, and leadership continually.
- Provide intentional professional learning opportunities that align with school priorities, current educational research, and the evolving needs of students and staff.
- Build collective capacity through collaborative planning, professional dialogue, instructional coaching, and shared leadership.

Strengthen Relationship-Centred Practice

- Continue to build staff capacity in relationship-centred, inclusive, developmentally responsive, and trauma-informed practices that support student engagement, belonging, well-being, and academic success.
- Promote instructional approaches that recognize the diverse strengths, identities, cultures, interests, and learning needs of every student.
- Foster learning environments where relationships, emotional safety, high expectations, and student voice contribute to meaningful learning experiences.

Strengthen Instructional Excellence

- Promote evidence-informed instructional practices that improve student engagement, achievement, and well-being.
- Encourage innovative teaching practices that foster curiosity, creativity, critical thinking, collaboration, and authentic learning experiences.
- Utilize assessment to inform instruction, monitor student growth, and provide timely, responsive support for learners.

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)

Strengthen Leadership Capacity

- Invest in ongoing leadership development that builds the knowledge, skills, and reflective practices necessary to lead through relationship-centered, inclusive, developmentally responsive, and trauma-informed approaches that align with current educational research and respond to the evolving needs of students, staff, and families.
- Foster leadership practices that promote trust, collaboration, psychological safety, and shared responsibility across the school community.
- Model reflective practice and evidence-informed decision-making that supports continuous improvement, strengthens staff capacity, and enhances student learning and well-being.

🔗 Goals, Outcomes, Indicators, Measures, Details

🔗 4 Year Data Trends and Key Insights

