



**2024 –
2029**

EDUCATION PLAN YEAR 3

**Millarville Community
School**

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MILLARVILLE COMMUNITY 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 would like to take this opportunity to acknowledge the traditional territory of the Indigenous peoples of the Foothills Region in Southern Alberta, which includes the Tsuut'ina Nation, the Stoney Nakoda First Nation, and the Blackfoot Nations, consisting of the Siksika, Piikani and Kainai peoples. This land is also traditional homeland of the Métis Nation of Alberta. At Millarville Community School, we are grateful to have this land to learn, live, and play. We walk forward with respect and gratitude, learning and remembering the past.

[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

Welcome to Millarville Community School, a vibrant K–8 learning community rooted in connection, leadership, and a strong sense of belonging.

WILDCAT PRIDE

At Millarville Community School, we are learners who lead with courage, build strength through resilience, grow with reflection, and act with compassion.

SCHOOL CULTURE

Our Wildcat Paw represents the four core attributes we strive to instill in every learner: **Courage, Resilience, Reflection, and Compassion**. These values guide our students in how they learn, lead, and interact with others each day. School spirit and leadership are celebrated through our monthly assemblies, where a “Wildcat of the Month” is recognized and student leadership is showcased, including student MCs who help guide the event. We also come together as a whole school to celebrate holidays through cross-graded, themed activities led by our Grade 8 leaders, strengthening mentorship and community across all ages.

As Wildcats, our students embody perseverance, teamwork, and pride in both their learning and their community.

OUR COMMUNITY

- **Size:** Approximately 170 students
- **Inclusive Team Members:** Certified teachers, educational assistance, office administrator, Learning Commons Facilitator, Custodians, Family School Liaison Counsellor, Minds Matter Wellness Coach.
- **Full Time Kindergarten and Before After School Care Offered**

LEARNING THAT INSPIRES

At Millarville, learning is grounded in an inquiry-based approach, encouraging students to ask questions, think critically, and make meaningful connections between their learning and the world around them. Through these experiences, our Wildcats grow into confident, compassionate learners who are prepared to contribute positively to their communities.

WILDCAT ATHLETICS

In Grades 6–8, students have access to a wide variety of team and individual sports. Under the guidance of our athletic specialist, students develop not only physical skills but also confidence, discipline, and sportsmanship, supporting the growth of well-rounded, capable athletes.

OUTDOOR PURSUITS

This program is a cornerstone of the Millarville experience, offering students opportunities to engage in authentic, hands-on learning about the outdoors. This begins in early elementary and extends through jr. high where students experience multiple day and overnight trips throughout the year. These experiences build resilience, independence, and a deep appreciation for the natural environment.



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:

- **Ongoing Opportunities that facilitate meaningful engagement opportunities with education partners:**
 - Invite community involvement in school engagement opportunities.
 - Utilize tools to target education partners and gather feedback that informs decisions relating to several aspects of our learning community.
 - Share ed plan and educational insight document with School Council.
 - Share weekly newsletters from the office with families to keep them informed and engaged.
 - Improve and formalize the feedback loop with our Student Matters team through consistent monthly meetings, where learners will provide input and contribute to decisions that impact their school experience.

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.
- Continue to use data from a variety of sources and assurance models to help inform next steps.
- Foster and culture of collaboration where staff work together to interpret data and inform instructional decisions.
- **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.
 - Communicate regularly through a variety of channels, including email, newsletters, social media, and in-person conversations, to keep families and partners informed and connected.
 - Provide a range of opportunities for involvement, from committees and volunteer roles to informal conversations and feedback opportunities, recognizing different interests and availability.
 - Adjust engagement approaches as needed to ensure they remain relevant, inclusive, and accessible for all participants.
 - Gather ongoing feedback from families and partners and use their input to strengthen engagement practices.
 - Celebrate and acknowledge the contributions, partnerships, and successes that arise through meaningful collaboration.

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.



- Reduce barriers to participation by offering flexible, accessible, and responsive opportunities that support all families in being active partners in their child's learning and school experience.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Collaboratively develop, with all stakeholders, a new mission and vision for learning excellence and culture at Millarville Community School.
 - Provide ongoing, focused professional learning opportunities that align with school and system priorities and support continuous growth.
 - Foster collaborative professional learning through Professional Learning Communities (PLCs), where staff share effective practices, solve challenges, and learn from one another.
 - Support professional growth and leadership development through mentorship, coaching, and collaborative learning opportunities.
 - Create regular opportunities for staff to reflect on their practice, evaluate impact, and engage in meaningful feedback processes using evidence such as student work, lesson plans, and classroom observations.
 - Ensure staff have access to high-quality resources, including instructional materials, current research, and technology tools that enhance teaching and learning.
 - Empower students to contribute to school improvement initiatives by providing meaningful opportunities for voice, leadership, and decision-making.
 - Recognize and celebrate successes arising from professional learning and capacity-building efforts to encourage continued growth and innovation.
 - Build leadership capacity across the school by providing opportunities for staff to lead initiatives, share expertise, and contribute to positive change.
 - Promote inclusive and responsive learning environments that recognize, value, and support the diverse strengths and needs of all learners.

8 Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

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: continuing to promote a healthy Wildcat culture through the lens of Courage, Resilience, Reflection, and Compassion

- Continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments.
 - A deeper inquiry into restorative practices will be pursued.
- Continued focus on social emotional learning to support student well-being.
 - We became a Minds Matter school in 2024 and will continue to use this support moving forward to see the impact of this education on the students' well-being.
- Continued focus on social emotional learning to support staff wellness.
 - Collaboratively create plans for staff to further advance wellness in their building.

What it means to be a Wildcat:

- **Courage** means having the confidence to try new things, not giving up when faced with challenges and doing what is right, even when it feels difficult or scary.
- **Resilience** means keeping a positive attitude and showing optimism, trying again after mistakes with persistence, adapting to new situations.
- **Reflection** means thinking about your words, actions, and learning so you can understand what went well, what could be better, and how to keep growing, it helps you develop self-awareness and achieve personal growth.
- **Compassion** means caring about the feelings of others and showing kindness by helping, including and supporting people. It is recognizing feelings with empathy and showing respect to all including ourselves and the world around us.

Advance a continuum of supports by:

- Continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students.
- Continue to develop and implement a robust continuum of supports.
- Regularly assess students' social, emotional, physical, and academic needs using a variety of tools (surveys, observations, assessments, and teacher/parent feedback). **Develop and continually update inclusive learning plans (ILPs) based on these assessments.**
- Engage in school-wide Social-Emotional Learning (SEL) project to teach MindUP program that is integrated into curriculum and school-wide culture development of Wildcat Paw.

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.

- Enhance student support teams composed of teachers, counselors, learning coaches, administrators, speech language pathologists, divisional learning coach, occupational therapist, and additional relevant staff to coordinate and personalize interventions.
- Engage parents and community partners in developing and refining support strategies. Maintain regular communication with families about student progress and next steps.
- Continue fostering a school climate that prioritizes student safety, belonging, and overall well-being.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights



We Are Wildcats

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:

- Enhance Career and Technology Foundations (CTF) programming by engaging students in interdisciplinary learning challenges across curricular and occupational areas as outlined in the CTF curriculum.
 - Continue to celebrate learning and success by telling the story of student growth, achievement, and depth of knowledge and understanding of different careers and opportunities.
 - Continue to support curriculum and competency learning where career education might empower deep and transferable learning.
- Leverage artificial intelligence tools to inspire design thinking, enhance planning, and support students in exploring career connections.
- Provide a variety of learning experiences that empower students to prepare, investigate, explore, innovate, and experience a variety of potential career futures.
- Provide teaching to students about how use digital tools, including artificial intelligence, safely, ethically, and responsibly as part of their learning.

Advance learning that transfers by:

- Advance the understanding of conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner.
- Teachers will continue to develop a deep understanding of pedagogy and curriculum and apply a current and comprehensive repertoire of effective planning and design for deep and transferable learning.
- Teachers 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.
- Make effective use of a range of instructional strategies that help students to develop deep conceptual understandings through the development of transdisciplinary units of inquiry for grades K – 8.
- Continue to work on the vertical and horizontal alignment of agreed upon attributes of successful learners from K-8.
- Connect with and invite parents, professionals, and community members to visit classrooms and speak about their careers, helping students build awareness of diverse pathways.
- Emphasize essential workplace and life skills such as teamwork, communication, resilience, leadership, and responsibility through both classroom and school-wide initiatives.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

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

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Advance use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.
- Design both universal and targeted instructional practices for deep and transferrable learning.
- Effective utilization of intervention resources and strategies.
- Alignment of literacy and numeracy interventions with school-based continuum of supports.
- Foster a school-wide culture that prioritizes and uses assessment data for classroom instruction and intervention.
- Discuss and explore targeted intervention strategies during PLC meetings.
- Ensure that the implementation and advancement of literacy and numeracy programming is grounded in current research and alignment between grades is evident.
- Design interdisciplinary lessons that integrate literacy and numeracy to promote application in diverse contexts.

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



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:

- Increase staff knowledge and understanding of First Nations, Métis, and Inuit perspectives, histories, and ways of knowing, while incorporating land-based learning opportunities within the Outdoor Pursuits program.
 - Staff professional learning will:
 - Promote and support all school staff and students in acquiring and applying foundational knowledge about First Nations, Métis, and Inuit for the benefit of all students.
 - Strengthen staff knowledge of First Nations, Métis, and Inuit perspectives and foster authentic connections to the land by integrating Indigenous ways of knowing and land-based learning into the Outdoor Pursuits program.
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Build student capacity for intercultural understanding, empathy, and mutual respect through trauma informed practices and culture.
 - Build, strengthen, and maintain reciprocal and respectful relationships between Indigenous peoples and non-Indigenous peoples by respecting and honoring Indigenous worldviews.
 - Enhance and intentionally embed First Nations, Métis, and Inuit perspectives and worldviews across all subject areas. Strengthen educator capacity through focused professional learning that deepens understanding and supports the meaningful implementation of Truth and Reconciliation Commission (TRC)-related commitments in practice.

 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 school leaders engage in ongoing, career-long professional learning and reflective practice to continually strengthen teaching, leadership, and student learning outcomes.**
 - Learning will advance pedagogies that promote deep learning for transfer across curricula.
 - Develop and demonstrate a professional body of knowledge and provide instructional leadership.
 - Learning will encourage teachers to explore, take risks and think critically about their professional practice.
 - Create inclusive learning environments where high quality teaching, learning, and leading occur.
 - Teachers and leaders will apply a current and comprehensive repertoire of effective planning and designing for deep and transferable learning and trauma informed practices.
 - Enhance inclusive learning environments where high quality teaching, learning, and leading occur.
- **Continue to develop and demonstrate a strong professional body of knowledge while providing effective instructional leadership that supports high-quality teaching and improved student learning.**
 - Support teacher engagement in ongoing professional learning aligned with system priorities, including:
 - New K–8 curriculum implementation [and alignment](#).
 - K–8 Social Studies curriculum.
 - Social-emotional learning and [collaboration with Minds Matter](#).
- **Enhance inclusive learning environments**
 - [Analyze achievement and engagement data to inform support structures, interventions, and programming.](#)
 - [Inclusive and culturally responsive teaching.](#)
 - [Engage families and communities as partners in learning, and empower students to participate actively in shaping their educational experience.](#)

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)

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

 **4 Year Data Trends and Key Insights**




Foothills
SCHOOL DIVISION

