Proposed Outcomes, Strategies, and Performance Measures
(Division's Three Year Education Plan)

Student Growth and Achievement	
Refers to the ongoing progress students make in their learning, relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.	
Outcomes	• Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals. • Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Students are active, healthy and well. • Students apply knowledge, understanding and skills in real life contexts and situations. • Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences. • Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	• Continue with the use of a comprehensive anti-bullying program for Kindergarten to Grade 3, implemented during the 2024-2025 school year, as well as expand this program to encompass Grades 4 through 6, to ensure that our students' safety and well-being are addressed. • Continue to grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. Beginning in 2025-2026 expand this initiative to include our Alternative Programs, specifically during Summer School. • Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Measures	• The percentage of teachers, parents and students who agree that students are engaged in their learning at school. • Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. • Percentage of students who complete high school in three years, and in five years, after beginning Grade 10. • Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 and Grade 9 Provincial Achievement Tests. • Percentage of students who achieved the acceptable standard and the standard of excellence on the Diploma Exams. • Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year. • Percentage of staff, parents and students who agree that innovative teaching strategies are practiced in our schools. (local measure) • Percentage of staff, parents and students satisfied that Indigenous history, culture and perspectives are taught in our schools. (local measure) • The percentage of staff, parents and students who are satisfied that our schools are preparing students for career readiness. (local measure)

Teaching and Leading

Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes	- Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. - Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision and evaluation. - Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. - All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. - University teacher education, university leadership education and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. - Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	- Identify, develop, and implement high leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. - Investigate and develop a systemic model of job-embedded teacher time for teachers in Middle School and High School to ensure they have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high quality instruction for student growth and achievement.
Measures	- Percentage of teachers, parents and students satisfied with the overall quality of basic education. - The percentage of staff, parents and students who agree staff have opportunities for meaningful collaboration. (local measure) - Percentage of staff, parents and students satisfied with PD occurring during Staff Learning Days. (local measure)

Learning Supports

Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.

Outcomes	- Learning environments are welcoming, caring, respectful and safe. - Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. - Education partners fulfil their respective roles with a shared understanding of an inclusive education system. - Students and their families work in collaboration with education partners to support learning. - The school community applies the resources needed to support First Nations, Métis and Inuit student achievement. - Cross-ministry initiatives and wraparound services enhance conditions required for optimal learning. - Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff and communities.
Division Strategies	- Based on a comprehensive review of budgetary priorities in the area of student learning supports, undertaken during the 2024-2025 school year, develop a transition & implementation process to ensure that the initiatives deemed most essential are adequately resourced. - Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Measures	- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. - The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. - Percentage of staff, parents and students satisfied that students are safe and included at school. (local measure) - Percentage of staff, parent and student satisfaction that students with diverse needs receive the resources required for success. (local measure)

Governance

Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Outcomes	● Governors engage students and their families, staff and community members in the creation and ongoing implementation of a shared vision for student success. ● Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance. ● Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. ● Curriculum is relevant, clearly articulated and designed for implementation within local contexts. ● Governors in school authorities and in government employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity.
Division Strategies	● Continue to leverage a variety of tools and strategies to ensure that all educational stakeholders have the opportunity to provide valuable and strategic input in order to move the division forward. ● Investigate, evaluate, and implement online tools to better communicate Division progress to all stakeholders.
Measures	● Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. ● Percentage of staff, parents and students who would recommend their school to others based on their experience. (local measure) ● Percentage of staff, parents and students satisfied with the opportunities for parent involvement in our schools. (local measure)