Big Rock School Annual Education Results Report 2022-23

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

School Education Plan 2021-2024 (year 2)
School Website

School Land Acknowledgement

Vision
Engagement, Support and Success for each learner.

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!

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.

Board Policy 01: Division Foundational Statements
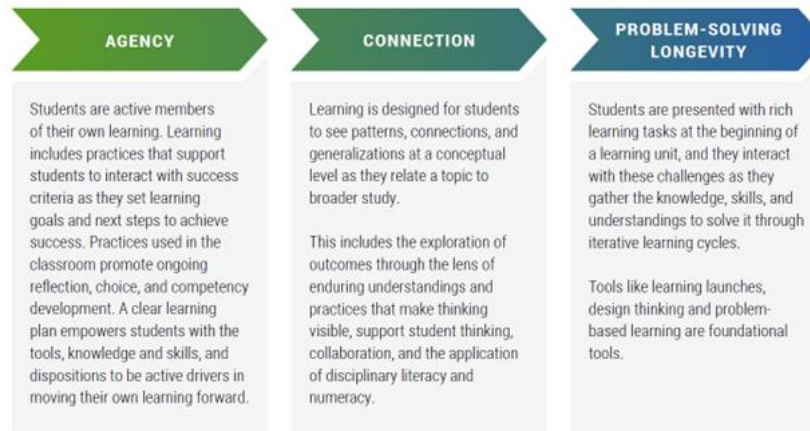**Board Policy 14: A Place for All**

Providing Assurance
Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence

of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD Administrative Procedure 100: Three-Year Education Plans and Annual Education Results Report (AERR) and AP 101: Annual Education Results Report. Our three-year fixed education plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies using the most recent results and is aligned with the strategic direction of Alberta Education's Three-Year Business Plan. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Our education plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve our goals. Foothills School Division has established a system of accountability for results that encompasses our schools. The division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in AP 118: Annual Assurance Actions and AP 102: School Annual Education Plan Results Report. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

THE FUTURE-FOCUSED MODEL FOR LEARNING

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

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!

Commitments
▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division
▪ Engaging, communicating, and collaborating meaningfully with our learners and communities
▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging
▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities

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 leadership.

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, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

About Our School

Big Rock is a JK – 6 elementary school situated at the West End of Okotoks. Our population is approximately 370 students and depending upon the enrollment each year, we offer two classes at each grade level. We also support a multi-aged Montessori program. Our Mission Statement "The right thing, at the right time for the right reason" is the frame we use to conduct our decisions about our learning community. The impact of our decisions is designed to engage, support, and facilitate success for all learners. At Big Rock School, we strive to provide a safe and nurturing learning environment that promotes growth for everyone. Our Big Rock Code of Conduct was developed through an iterative process requiring the opinions and values of our students, staff, and parents. This guides the behavior of all those who enter our doors. Our staff is committed to providing opportunities that encourage everyone's journey forward in our three "Big Rock" domains: Social Emotional Learning, Literacy and Numeracy. As students leave our elementary school and continue their journey into Grade 7, we are confident that we have provided an optimal learning environment in which they have had opportunities designed to read, write, play with numbers and most importantly be a kind, caring human being.

School Highlights and Celebrations

The 2022 – 2023 school year was very much a year to celebrate. As we look back at the data, and more importantly the story behind the data, this school year marked a clear turning point. The data in the following pages demonstrates a return to pre-pandemic levels.

Leading into the school year, much concern was expressed of the gaps in learning that occurred during the COVID-19 pandemic. Indeed there were gaps in learning. Through focused interventions, and more importantly a will to overcome these obstacles, allowed us to erase most of these deficits incurred through the pandemic. This is evident through the gains our students made in literacy and numeracy throughout the school year.

Closing the gap was not limited to the academic realm. Students at Big Rock demonstrated a turnaround with respects to social emotional learning (SEL) as well this past school year. Of particular importance was the student generated data through the Student Orientation to School Questionnaire (SOS-Q). In this survey, student voice showed a marked improvement in domains such as Safe and Caring, Confidence, Resilience and Relevance.

These pages contain a tremendous amount of data, but as an overall indicator, the perceptions of overall quality of education at Big Rock School cannot go unnoticed. In local and provincial surveys perceptions of overall quality of education for Big Rock were 95% and 98% respectively.

What the data doesn't show is the tremendous investment of work throughout the 2022 – 2023 school year. The effort of the entire school community needs to be applauded. The dedication, perseverance, resilience, and will of staff, students, and parents is what created this data, and more importantly, moving past the pandemic years and setting the stage to create a positive 2023 – 2024 school year ahead. This report speaks to the power of a dedicated school community focused on creating optimal learning opportunities for all students.

Alberta Education and FSD Assurance Measures Summary Report

Assurance Domain	Measure	Big Rock School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.2	87.9	87.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.5	80.4	83.4	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	86.9	74.4	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	21.3	9.3	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.6	93.6	95.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.6	87.3	87.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	74.5	81.3	81.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.4	83.2	88.9	79.1	78.8	80.3	Low	Declined	Issue

Aggregate Summary
Foothills School Division Assurance Survey
% of Parents with positive responses in each category excluding "Don't Know"

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Results in Set

85% Program of Studies	**79%** Work Preparation	**82%** Citizenship	**49%** School Improvement	**83%** Welcoming, Caring, Respectful...
95% Quality of Education	**71%** Life Long Learning	**91%** Student Learning Engagement	**70%** Parental Involvement	**77%** Access to Supports

Legend (From the Alberta Education Assurance Measures Report - 2022)
- **Program of Studies**: Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation**: Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship**: Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education**: Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning**: Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement**: Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement**: Percentage of parents satisfied with parental involvement in decisions about their child's education.

Measure Evaluation

Measure Evaluation for FSD Annual Education Results Report (Adapted from Alberta Education)

Goal Achievement Measure

Very Low	Low	Intermediate	High	Very High

Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.

We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.

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Engagement

Our Story of Engagement

Engagement, or more accurately, re-engagement was a major focus for staff, students and families at Big Rock School. For the better part of two years, traditional ways of engaging with school were interrupted. After two years of finding creative ways of engaging stakeholders in times of isolation and social distancing, the 2022 – 2023 school year was the first opportunity to return to traditional learning and stakeholder engagement practices that were commonplace prior to the pandemic.

This seems like an easy "return to normal", however upwards to one third of our school population in a PK-6 context had never experienced a "normal" school year. As a community we had to relearn how to engage in our learning and community, and for many stakeholders, we needed to learn for the first time what engaging in a school community looks and feels like.

 We had to re-learn how to engage with each other. From students engaging in their learning to parents and community members engaging with our school community, learning to engage again was an ongoing work in progress throughout the year.

The good news: We did it! As mentioned above, by the end of the school year student, staff and community engagement had returned to pre-pandemic perceptions. This wasn't easy work, but valuable work and once again speaks to the commitment of our stakeholders to value and create processes for engagement.

Community Engagement
Engagement Opportunities
Get Involved
Advocacy
Foothills Flourishing Community Award
FSD News
FSD Footnotes
School Council Presentations

Stakeholder Engagement Results Analysis

Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.	Stakeholder engagement and communication strategies ensures: ● engagement, support, and success for each learner. ● governance aligns with and is responsive to the needs and expectations of the learning community. ● stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. ● communication provides assurance. ● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.	● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. ● Measures indicate that parents are involved in school and system decision making processes. ● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Local
- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
    - What stakeholders were involved?
    - How were they engaged?
    - How results and related information were shared?

- What actions were taken based on input provided?
- How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Student Engagement: Students Matter	High
Staff Engagement: Connection and Well-Being Committee	High
Parent Engagement: Purposefully embed engagement components into in-person school events as we reintroduce these activities. Engagement of parents through school council meetings and activities on implementation and guiding future development of the Education Plan.	Intermediate
Community Engagement: Re-establish partnerships with community organizations that have been on hold for the past 16 months (user groups, town presentations, lemonade day, community field trips…)	High
Communications: Revisit Communication Strategy from 5 years ago – Right thing, right time, right reason for communication.	Very High

Areas of Strength:
- The ability to re-engage in pre-pandemic learning and engagement opportunities was gratifying.
- A welcome return to field trips, guest presenters, assemblies, and going out into the community.
- Students' Matter was very popular with students.

Areas for Growth:
- Parental involvement was still lagging.
- Being more thoughtful with engagement opportunities such as field trips, guest presenters, assemblies, and community events (right thing, right time, right reason)

Next Steps:
- Continue to re-engage parents with the school community. (for example, school council)
- Build on positive engagement opportunities moving into next year.

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance evidence-based continuous improvement and assurance Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. • The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. • 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. • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** 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:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local
- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	97	95	85
2020-2021	89	80	88
2021-2022	94	83	81
2022-2023	97.6	74.4	80.1
Evaluation	**Very High**	**Low**	**High**

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	88	80	95	87	80	70
2022-2023	91	82	95	83	77	70
Evaluation	**Very High**	**High**	**Very High**	**High**	**High**	**Intermediate**

Strategies	Evaluation
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement	*Impact of strategies implemented*
Strategy 1: Support classroom-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	**High**
Strategy 2: Support teachers in using the collection of artifacts to design and plan for student growth.	**High**
Strategy 3: Share the story of the school with our community and gather the voice of all stakeholders.	**High**

Areas of Strength:
- Stakeholders are extremely happy with the overall quality of education at Big Rock
- Overall students are engaged in their learning and have access to support, in particular students requiring targeted supports.

Areas for Growth:
- As mentioned in the previous section, we need to re-engage parent involvement (formally and informally) to pre-pandemic levels.
- Improve stakeholder understanding of the breadth and depth of supports available to Big Rock families.
- Continue to emphasize the importance of social emotional learning (SEL) with students and families.

Next Steps:
- Explore formal and informal engagement opportunities for our parents (for example school council)
- Formalize the breadth and depth of supports for our learners to better communicate what is available to families (for example continuum of supports)

Support

Our Story of Support

A new kind of support!

We have a calling to support students, but support needs to include our parents, our community, and ourselves.

There was no question that students would need to be supported throughout the 2022 – 2023 school year. The question was *how* do we identify and prioritize the vast supports our student population would need? The need to comprehensively support students from universal to targeted and individual strategies was essential to transition to post-pandemic education.

What we didn't know was how much support our students needed. As mentioned above, our students needed support with the foundational task of re-engaging in their learning. Equally important was the need to support students academically as well as supporting their social emotional needs. As a staff we prioritized identifying students' needs as individuals to provide the support they needed.

Parents and community members needed support as well. After two years of isolating and social distancing, we needed to re-learn how to invite our parents and larger community back into the building. The good news, hesitation turned into excitement as we re-established opportunities for our families to join in the school community. This also extended to the larger community returning to the school to offer supports and enrichment opportunities for our students.

Finally, staff need to be supported. *How* to effectively support staff became a difficult question to answer and will still need further investigation moving forward. Simply put, supporting staff will put them in the best position to support students.

Again, overall, the data speaks to a remarkable turnaround with respect to supporting all within our school community. As evidenced in the data below, there appeared to be a lag in perceptions pertaining to access to supports, but when looking at the SOS-Q data, student voice shows that they were well supported in areas of safe & caring, confidence and resilient. Throughout the year, these domains showed growth setting up for better things to come in the 2023 – 2024 school year.

Policy 14: A Place for All
Safe Positive Schools
FSD Resilience
Inclusive Learning
Student Learning
Indigenous Learning
Student Supports
Supports for Families
Community Supports

Learning Supports Results Analysis		
Goals	**Outcomes**	**Indicators**
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	- Learners are active, healthy, and well. - Learners contribute to developing and advancing cultures of wellness and well-being. - Learners contribute to and feel welcomed, cared for, respected and safe. - Learners demonstrate understanding and respect for the uniqueness of all learners.	- Improved wellness and well-being in students and staff. - Learning environments are welcoming, caring, respectful and safe. - Improved understanding of an inclusive education system. - Improved collaboration with education partners to support learning.

	• Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners access a continuum of supports to be successful. • Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. • Learners build resilience and positive mental health skills. • Students' Matters and Staff Advisory take action to support wellness and well-being system wide.	• Improved wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities.
Goal *Desired Result* **Advance our Continuum of Supports**: Continue to develop and advance our continuum of support.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being.	**Indicators** *Indicators of achieving outcomes* • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Continuum of Supports is visible and accessible. • Collaboration with education partners to support student learning and well-being.

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **Safe & Caring:** Increase/maintain 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.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	92	N/A
2020-2021	89	80
2021-2022	91	81
2022-2023	86.9	74.5
Evaluation	**High**	**High**

FSD SOS-Q Student Survey (Student Orientation to School Questionnaire)**:** This survey is used to identify student's degrees of connectivity to school in a variety of dimensions and assist with initiating strategies to re-connect students that may be disengaging from school. The survey results allow schools to look at trends across the school and grades as well as dig into individual student responses.

above national norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	80	53	48	59	70

2020-2021	74	56	47	70	55
2021-2022	74	56	40	68	56
2022-2023	94	76	80	86	88
Evaluation	**Very High**	**High**	**Very High**	**Very High**	**Very High**

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Utilize Students' Matter as a vehicle for student voice and leadership with student wellness.	**Very High**
Strategy 2: Staff Connection and Well-Being committee will provide leadership to support staff wellbeing.	**High**
Strategy 3: Admin and Learning Coach will have embedded time scheduled into all of the classrooms to provide SEL-based learning.	**High**

Strategies: Advance Continuum of Supports *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Utilize "Library Meetings" to identify students needing more social emotional support.	**High**
Strategy 2: Admin and Learning Coach will have embedded time scheduled into all of the classrooms to provide SEL-based learning.	**High**
Strategy 3: Revisit our continuum of supports, focusing on maximizing time adults are working directly with children, and minimizing meeting time while ensuring effective just in time communication with relevant stakeholders (Teacher, EA, LC, FSLC, Admin). Ensuring the right supports at the right time for the right reason.	**High**

Areas of Strength:

- Students are well supported at Big Rock school, and looking at the data, students are aware of the support that is provided for them.
- We care deeply about every child at Big Rock which is also evident in the data.

Areas for Growth:

- More work needs to be done to improve perceptions around support for students.
- More work needs to be done focusing on supporting adults, as individuals as well as a group. Unfortunately, student support came at the expense of supporting adults in the school community.

Next Steps:

- Continue focusing on the importance of supporting each child according to their individual needs.

- Continue to communicate the breadth and depth (the what and the how) of the extensive supports available to all of our students, individually, classroom-wide, and school-wide.
- Focus on teacher and support staff resilience, celebrating their strengths as professionals, and using those strengths as we navigate obstacles into opportunity

Success

Our Story of Success
We're resilient, we persevere, we're ready to move forward!

Success is the perfect word for the 2023 – 2024 school year. Coming into the school year, there was trepidation as we anticipated the complexities in the classroom and gaps in learning as we returned to school in a post-pandemic context. Much work was done to identify learning gaps and needs of our students to begin the hard work of designing learning for complex classroom needs as we started the year.

Provincial data around academic performance can be difficult to navigate between missed Provincial Achievement Tests (PAT) during COVID and exemptions from PATs due to implementing new curriculum. But this does speak once again to the dedication of staff to work through the support pressures listed above while developing engaging learning through the lens of a new curriculum. What stands out isn't necessarily seen in the data, and that is seamless and engaging learning opportunities continuously created for our students by our teachers.

What the data does show is a returning, and in some areas, a surpassing of pre-pandemic levels in most literacy and numeracy indicators. This is important as literacy and numeracy are the benchmarks for the learning that happens across the curricula from PK to Grade 6. Developing deep understanding and abilities in literacy and numeracy will transfer into all subjects a child will face.

Finally, this section reinforces of the concept of hard work paying off. Parents and the larger community were integral supports for our learning community this past school year. Understanding and supporting the work we do in schools to create optimal learning environments is crucial. It is also important to recognize the hard work of the staff at Big Rock for their resilience, attitude and commitment to work together to create optimal learning for all students. This is evidenced in the FSD Professional Learning Survey.

The 2022 – 2023 school year was a difficult but rewarding years. Our larger school community needs to be applauded for the hard work that went into the school year. Onwards and upwards to 2023- 2024!

Innovation and Design
Learning that Transfers
Truth and Reconciliation for Learner Success

Indigenous Learning
Principles of Practice for French Immersion
Principles of Practice for Literacy
Principles of Practice for Numeracy and Mathematics

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
Desired Result	*Measurable statements of what we seek to achieve*	*Indicators of achieving outcomes*
Advance innovation and design Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.	• Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.	• Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
Goal 2 *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	Outcomes *Measurable statements of what we seek to achieve* • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences.	Indicators *Indicators of achieving outcomes* • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

	- Students will be well prepared for their future while remaining current and relevant in the local and global contexts. - Learners apply knowledge, understanding and skills in authentic contexts and situations. - Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. - Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	- Measures indicate that learners are intellectually engaged in their learning. - Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. - Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** 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:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.

Local
- **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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Advance Innovation and Design & Advance Learning for Transfer
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	93	95	87	97	65	N/A
2020-21	86	74	80	89	69	77
2021-22	87	80	80	94	73	88
2022-23	80	64.3	76.5	97.6	64.3	84.2
Evaluation	**High**	**Intermediate**	**High**	**Very High**	**Intermediate**	**High**

FSD Intellectual Engagement Survey: Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below				Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	65	78	86	93	56/54	62/68	37
2020-2021	92	76	88	90	66/43	61/75	61
2021-2022	89	75	81	93	66/59	68/70	61
2022-2023	93	85	74	84	53	61	59
Evaluation	**Very High**	**Very High**	**Intermediate**	**High**	**High**	**High**	**High**

Strategies: Advance Innovation and Design *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*

Strategy 1: A focus this year is to look at existing practices and processes within our classrooms and begin to clearly articulate these fundamental skills and related activities within the language of innovation, design and Career and Technology foundations.	**Very High**
Strategy 2: Developing tools to assess CTF learning outcomes.	**High**

Areas of Strength:
- CTF is alive, well, and ubiquitous throughout Big Rock School.
- We focused more on our grade 5 and 6 classes this year.
- CTF is about learning for transfer within our classes.

Areas for Growth:
- Continue to articulate the language of CTF so students are aware they are "doing it".
- Continue to develop authentic and purposeful ways to assess CTF outcomes.

Next Steps:
- Continue to develop understanding of CTF/Maker Space concepts through the younger grades.

Strategies: Advance Learning for Transfer *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Each grade level has identified and developed critical concepts, skills and competencies that are considered essential for a successful year. We will be basing these concepts as priorities for learning that will be developed and applied across learning for the year.	**Very High**
Strategy 2: Throughout the year we will be revisiting, refining, and creating a clearer articulation of which each of the critical are to create universal understanding amongst teachers, students, and parents, and how these can be transferred across the curricula.	**Very High**

Areas of Strength:
- Teachers excel in identifying key learning outcomes that can be transferred amongst the curricula.
- Many of these outcomes lie within the realm of literacy, numeracy and social emotional learning.

Areas for Growth:
- Continue developing these big/core ideas that are foundational to succeeding at each grade level.
- More explicit with the understanding of deep learning for understanding, for example:
  - "We're always using what we learn in language arts."
  - "We can be doing science, even when it's not science class."

Next Steps:
- Continue to be purposeful how we advance deep learning for transfer and be more explicit with students and families to increase their understanding.

Goal 3 *Desired Result* **Advance First Nations, Métis, and Inuit student success**	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*

Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	• First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation ([Alberta Education Ministerial Order on Student Learning, p.2](#)). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.	• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy.	**Indicators** *Indicators of achieving outcomes* • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

	• Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning.	

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **Learning Outcomes (PAT & Diploma):**
  - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.
  - **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)

Local
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives in regard to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Advance Literacy and Numeracy
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	88.4	27.9	67.4	7.0	74.4	9.3	83.7	14	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	86.9	21.3	83.6	23	N/A	N/A

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	**Listening**	**Vocabulary**	**Comprehension**
2019-2020	74	81	74
2020-2021	51	68	76
2021-2022	60	74	76
2022-2023	64	82	85
Evaluation	**High**	**Very High**	**Very High**

MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019			
Performance Measures	**Number**	**Patterns and Relations**	**Shape and Space**	**Statistics and Probability**
2019-2020	N/A	N/A	N/A	N/A
2020-2021	78	81	94	79
2021-2022	73	78	76	88
2022-2023	75	76	84	92
Evaluation	**High**	**High**	**Very High**	**Very High**

Strategies: Advance Literacy and Numeracy *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Identify core components of literacy and numeracy that will be developed and transferred beyond English Language Arts and Mathematics and embedded across disciplines.	**Very High**
Strategy 2: Developing flexible and leveled literacy groups between classrooms.	**Very High**

Areas of Strength:
- Supplemental resources to support closing the gap for literacy and numeracy is paying off! This must continue!
- Developing comprehensive leveled literacy intervention with our younger grades (UFLI)

Areas for Growth:
- **We have** turned the corner and are more in line with pre-pandemic levels, time to continue to move forward developing students' strength in literacy and numeracy.
- Continue to expand leveled literacy intervention with older grades.

Next Steps:
- Explores ways to apply literacy successes into numeracy.

Evidence and Key Insights
Advance First Nations, Métis, and Inuit student success
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree																	

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2021-2022 Baseline	67	N/A	67	N/A	67	N/A	33	N/A	33	N/A	33	N/A	67	N/A	33	N/A	33	N/A
2022-2023	79	100	65	100	68	100	73	100	86	100	51	100	84	100	79	100	87	100
Evaluation	Ex	Ex	G	Ex	G	Ex	G	Ex	Ex	Ex	G	Ex	Ex	Ex	Ex	Ex	Ex	Ex

Strategies: Advance First Nations, Métis, and Inuit student success *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Continue to advance strategies to support Cultural Acceptance by building understanding of, and implementing of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.	**High**
Strategy 2: Continue to develop collective capacity to incorporate Instructional Practices that honour traditional teachings and weave foundational ways of knowing into curriculum for the success of each learner.	**High**

Areas of Strength:
- Staff are deeply engaged in developing their understanding of First Nations, Métis, and Inuit history and traditional ways of knowing.
- Students are recognizing the increased capacity of staff to bring First Nations, Métis, and Inuit ways of knowing into the classroom.

Areas for Growth and Next Steps:
- Continue to move from theory to practice as we continue to gain confidence and understanding of First Nations, Metis, and Inuit history and traditional ways of knowing.
- Capitalize on the above through the implementation of the new K-6 science curriculum (land-based learning).

Teaching, Learning and Leadership Results Analysis

Goal 5 *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	- Increased success and engagement for all learners. - Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. - Teachers and leaders improve their professional practice through collaborative	- Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. - Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective

	engagement in processes of growth, supervision, and evaluation.	practice resulting in deep and transferable learning.
	• Professional learning is aligned to standards of professional conduct and standards of professional practice.	• Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.
	• Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement.	• Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities.
	• Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy.	• Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.
	• Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	

Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial
- **In-service jurisdiction needs:** 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.

Local
- **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 that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

FSD Professional Learning Survey: This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	60	64	72	69	64	86
2020-2021	77	82	81	88	84	49

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2021-2022	48	68	100	63	84	63
2022-2023	82	82	94	77	83	73
Evaluation	**Very High**	**Very High**	**Very High**	**High**	**High**	**High**

Strategies: Advance excellence in teaching, learning, and leading *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Horizontal and vertical collaboration will be essential to ensure that we are truly identifying what is essential, building upon previous years, and preparing for future years.	**Very High**
Strategy 2: Explore formal structures and processes to support professional collaboration.	**Very High**

Areas of Strength:
- Simply put, we have a dedicated staff committed to consistently creating optimal learning conditions for their students.
- Each teacher is independent in their professional practice, but also recognizes the value and synergy of working interdependently to ensure all students receive the best possible education.

Areas for Growth:
- Continue to pursue avenues of professional growth as individuals and as collaborative teams.

Next Steps:
- Create more structures within the school day to free up time for staff to collaborate.