Year 3 - Big Rock School Annual Education Results Report 2023-24

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 3)

School Website

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the

Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis

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

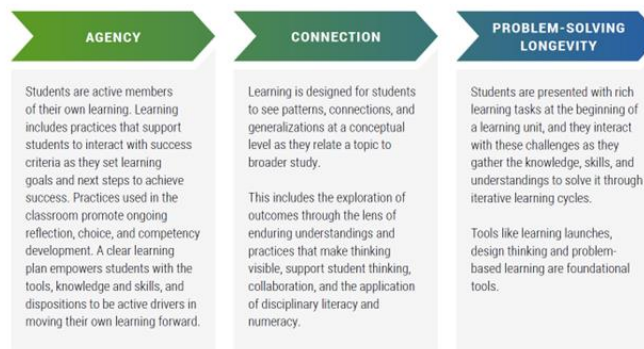**Board Policy 14: A Place for All**

Providing Accountability and 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's Education Plan** and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. 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. 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

Located in the heart of Okotoks, Big Rock is a community school of approximately 300 students. Our rich history and strong legacy are evident through the generations of families who have attended here. Long-standing traditions are deeply embedded in our school community. Proximity to Okotoks' extensive pathway system and river valley provides outstanding opportunities to engage in nature-based and place-based learning. Home to the Big Rock Badgers, our staff is made up of 16.5 teachers including a Physical Education Specialist, Learning Coach, 4.5 Educational Assistants, a Learning Commons Facilitator, a Family School Liaison Counsellor, and an Office Administrator.

At Big Rock School, we offer a diverse range of programming opportunities including:
- Junior Kindergarten
- Full Time Kindergarten
- Regular Kindergarten (Tuesday/Thursday and alternating Friday)
- Grades 1-6
- Montessori Grades 1-6

We pride ourselves on providing a safe and nurturing learning environment that promotes growth for all students through positive behaviour supports and trauma-informed practices. We are committed to developing the whole child, which includes academics, social relationships and wellness & wellbeing. Targeted spaces have been designed to support students who require OT, PT, self-regulation and sensory processing. Our nutrition program ensures students are well-fed so they can perform at their full potential. Our Family School Liaison Counsellor is available for students and families who additional supports in the school and community.

We engage students in opportunities beyond the classroom and future leaders who are stewards of our community. Through school patrols, club time, PALS, the Big Rock Market, extra-curricular sports teams, and student mentorship among others, we are developing students who are responsible, respectful and committed to making a difference in the world around them.

We are committed to the three "Big Rocks":
- Engaging with Others
- Engaging in Thinking
- Engaging in Action

School Highlights and Celebrations

Evidence collected from Foothills School Division's 2024 Assurance Survey reveals 94% of respondents believe Big Rock School has a welcoming, caring and responsive student learning environment. 87% believe their children are receiving quality educational opportunities with a further 92% are pleased with the quality of education their child is receiving.

Engagement opportunities for parents are being built into many of our school events.

"Community is about doing something together that makes belonging matter!"

One of Big Rock School's strengths is the strong sense of community. Today, we are seeing upwards of four generations of families attending school events and celebrations together. It is a common practice to observe families perusing the myriad pictures that adorn our walls; often stopping to point out a familiar face or to share a story of their time at Big Rock. Like a well-worn but treasured quilt, the stories of Big Rock School reveal the importance of honoured traditions, of embracing a culture of belonging and a shared commitment to continuous improvement.

Through intentional design, the 2023-2024 school year provided opportunities to continue building upon our strong sense of community. From our Winter Festival Celebration in December to our family market in March, we welcomed families into our school to take part in learning activities and celebrations. Funds collected from our March Market allowed us to continue the ongoing partnership with Huatulco School, our sister school in Mexico. This year, Huatulco School used these funds to help equip the school with internet access.

Other guest speakers and presenters were purposely selected to support our students in developing their passions and interests, in promoting community stewardship, and in supporting students as they developed their social-emotional competencies.

Some of these presenters and partnerships included:

- Rowan House Society: providing crisis intervention, long-term support and preventative education to anyone affected by domestic violence and abuse in communities across Southern Alberta
- Partnership with Spruce Meadows' Leg Up Foundation, Author Lucy Bowes ("Lucy Tries Soccer") and Calgary's Cavalry FC to promote a love of reading and the importance of an active lifestyle.
- Support from Spruce Meadows' Leg Up Foundation to provide place-based learning opportunities for students to learn about wetlands and equine therapy through hands-on programs

- Steve Warburton: Mental Health Awareness Magic Show (K-4) & Perception vs Reality Magic Show with Grades 5 and 6.
- Around The World: School is Cool Assembly: using Yoyos to promote the importance of education and staying in school as well as introducing students to many different yoyo tricks

"Develop a passion for learning. If you do, you will never cease to grow." - Anthony J. D'Angelo

Adult learning at Big Rock continued to be a priority in the 2023-24 school year. We were fortunate to be able to embed regular meeting times for teachers in their Professional Learning Teams. On a two-week rotation, teachers gathered to design rich learning opportunities for students. Evidence of student work was brought to the table with the goal of achieving even greater consistency in grading practices across grade levels but also school wide. Many of our staff members participated in divisional committees throughout the year. The implementation of new criteria provided a wonderful opportunity to develop holistic rubrics in Language Arts and Mathematics. Rubrics were then shared with our school-based staff who were eager to adopt these rubrics in their own classrooms. Driven by the interest of teaching staff, a plan was created to further explore the use of these rubrics with professional learning teams in the 2024-25 school year.

Evidence collected on the most recent Staff Professional Learning Survey shows that 78% of staff feel that Professional Learning Teams are effective at Big Rock School. 90% of staff believe that there are opportunities to collaborate with colleagues to build personal and professional capacities and expertise around assessing student learning. 80% believe there are opportunities to collaborate around deep and transferable learning.

To effectively plan for the 2024-25 school year, the new administration team held individual meetings with all staff members. Gathering staff voice was essential in making informed and impactful decisions. Conversations were structured around three essential questions:
1. What should we continue to do next year?
2. What should our next steps in learning be?
3. How can administrators best support you?

Information gathered from these meetings, combined with evidence collected throughout the school year informed our new five-year fixed Education Plan for Big Rock School.

Alberta Education and FSD Assurance Measures Summary Report

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	84%	High
Citizenship	90%	Very High
Education Quality	87%	High
Lifelong Learning	72%	Intermediate
Parental Involvement	78%	Intermediate
Program Access	83%	High
Program of Studies	83%	High
Program of Studies/At risk students	85%	High
Safe and Caring Schools	93%	Very High
School Improvement	68%	Intermediate
Student Learning Engagement	92%	Very High
Welcoming Caring Responsive Student Learning Environment	94%	Very High
Work Preparation	81%	High

Alberta Education Assurance Measures (AEAM)	Positive Responses	Evaluation
Access to Supports and Services	79.8	n/a
Citizenship	81.5	Very High
Education Quality	96.3	Very High
Lifelong Learning	83.3	Very High
Parental Involvement	91.4	Very High
Program Access	70	Low
Program of Studies	90.4	Very High

Program of Studies/At risk students	82.9	Low
Safe and Caring Schools	86.7	High
School Improvement	84.2	Very High
Student Learning Engagement	81	n/a
Welcoming Caring Responsive Student Learning Environment	84.7	n/a
Work Preparation	100	Very High

Measure Evaluation

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

Goal Achievement Measure

Very Low   **Low**   **Intermediate**   **High**   **Very High** .

Engagement

Our Story of Engagement

The most recent FSD assurance survey shows that 91% of parents feel the literacy skills their child is learning at school are useful. 89% of parents report that the numeracy skills their child is learning at school are useful. Alberta Education Assurance Survey: 91% of parents, students, and staff are satisfied with parent involvement at Big Rock School.

Engaging with our community is a priority for Big Rock School and a variety of opportunities are provided for parents to participate. On the most recent FSD Assurance Survey, 64% of respondents feel positive about parent involvement at Big Rock School. While we do have a consistent, core group of parents who stay involved, we are always looking for unique and creative ways to encourage other parents to step forward. We are grateful for our parent community who work side-by-side with us at school.   Even though there were several emails to parents and recruiting campaigns, we did not get more parents involved in School Council.

School Council meetings are held each month from 6-8 pm and all are welcome to attend. Volunteer opportunities are also available through our Hot Lunch Program, Hot Dog Days, Popcorn Fridays, and the Recycling Rockstars Program. School Council works hard to communicate and share important details with our greater school community. Additional funding was used last year to host a parent engagement evening run by Okotoks' Orenda Society. While participation numbers were not high for this event, those who did attend felt that the session was valuable.

Student voice and participation in school life is another hallmark of our success at Big Rock School. In the 2023-24 school year, we were a host school for one of Foothills School Division's Student Matters meetings. Each month, our Family School Liaison Counsellor and a teacher representative held meetings with student representatives from Grades 4-6. Together, they ran several initiatives that contributed to the social-emotional wellness of our school community.

We initiated a LEAD team of staff representative of the different divisions, and programs at Big Rock School. Using the Education Plan as our guide, this team co-created learning opportunities throughout the year. Distributed Leadership was evident as staff took ownership of the learning and stepped forward to share their skills, talents and expertise with each other.

- Policy 1: Divisional Foundation Statements
- Advocacy
- A Shared Responsibility: Safety for All
- Celebrations for All
- Celebrating our Flourishing Community
- Engagement Opportunities
- Foothills Flourishing Community Award
- FSD Footnotes
- FSD Social Media
- FSD News
- Get Involved
- Governance

Stakeholder Engagement Results Analysis

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*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.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: - 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	- measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division - stakeholder engagement informed decision making and education plans - education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

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

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.
- **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

- **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?

- **FSD 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 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 Matters: Monthly Meetings Gr 4 - 6	**Intermediate**
Staff Engagement: Create a Lead Team to increase staff voice in professional learning	**High**
Parent Engagement: Increase the presence of School Council during school events to advertise and recruit more parents to meetings. Provide opportunities for parents to give feedback on the Education Plan.	**Intermediate**
Community Engagement: Increase number of presenters and community engagement in the school.	**High**
Communications: Provide weekly emails home to communicate school-wide events and learning initiatives. Formalize classroom home-school communication to achieve greater consistency throughout the school	**Very High**

Areas of Strength:
- Creating consistency in our communication plan with parents
- Re-engaging with community both in the school environment and in the greater Okotoks area
- Engaging staff in shared leadership through sharing of effective practices

Areas for Growth:

- Increase student voice through a variety of leadership opportunities
- Collaborate with School Council to plan and host events that build school community (families, outside agencies, students and staff)
- Refine structures for Shared Leadership through our school LEAD team.

Next Steps:

- Increase student voice through a variety of leadership opportunities
- Collaborate with School Council to plan and host events that build school community (families, outside agencies, students and staff)
- Refine structures for Shared Leadership through our school LEAD team.

Continuous Improvement Results Analysis		
Goal **Desired Result**	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *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.	Assurance has been achieved through: - building relationships - engaging with education partners and stakeholders - creating and sustaining a culture of continuous improvement and collective responsibility	- Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success - curriculum is relevant, clearly articulated and designed for implementation within local contexts - Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement - Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity - Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate

		research and practice-informed strategies implemented to achieve priorities • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • 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 • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in 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.
- **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

- **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?
- **FSD 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 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
2020-2021	89	80	88
2021-2022	94	83	81
2022-2023	97.6	74.4	80.1
2023-2024	96.3	91.4	84.2
Evaluation	**Very High**	**Very High**	**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
2020-2021						
2021-2022	88	80	95	87	80	70

2022-2023	91	82	95	83	77	70
2023-2024	92	90	87	93	84	78
Evaluation	Very High	Very High	High	Very High	High	High

Support

Our Story of Support

"Those who have a true sense of love and belonging have the courage to be imperfect." - Brene Brown

To truly feel a sense of belonging, we believe students need to have an authentic connection to a trusted adult at school. This year, we asked students in Grades 4-6 to name at least one adult in our building with whom they felt connected. Examining the students' responses together as a team allowed us to be intentional in targeting students who had expressed a lack of support or connection. Team members from across the school made it a priority to seek out connections with these students in a regular, ongoing basis. Whenever staff gathered, we took time to share about these students and their interests and talents. Approaching teaching and learning from a strengths-based perspective is always our goal. Every student deserves to have a champion!

Developing our continuum of supports was another goal in the 2023-24 school year. We initiated a Collaborative Response Model to support students in our building. Every six weeks, teachers from Grades 4-6 and from Grades 1-3 came together to share about students in their classes. Together, they brainstormed solutions and strategies to address student needs in the areas of academics, behaviour and social-emotional learning. This solution-focused approach allowed us find unique and positive ways to meet the diverse needs of all our students. It also provided capacity building for all staff by developing their tool bank of resources and approaches to use with students. In our school, we firmly believe in the collective responsibility of all staff towards all students.

Another celebration is the willingness of our staff to group students flexibly. Our K-3 teachers used flexible groupings in literacy. Using the UFLI program as a resource, students were pre-assessed according to their needs. Grouping students according to their current level of need provided the opportunity to meet them where they were currently in their learning journey. Flexible grouping was also implemented in our Grade 4 and 5/6 classes for numeracy instruction.

Drawing on a strength of one of our staff members, we were able to create a movement room. Providing a space for purposeful movement allowed to meet the needs to students who require even more body breaks (up regulation/down regulation) throughout the school day. Our entire staff was trained on the most effective use of the movement space and through creative timetabling, were able to proactively provide movement opportunities throughout the day.

- Policy 14: A Place for All
- AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All
- A Flourishing Community
- Celebrating our Flourishing Community
- Parent and Community Connect
- Inclusive Learning
- Student Learning
- Support for Parents
- Truth and Reconciliation for Learner Success Toolkit

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 contribute to developing and advancing cultures of wellness and well-being - learners contribute to and feel welcomed, cared for, respected and safe - learners access a robust continuum of supports - students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change	- improved wellness and wellbeing in students and staff - learners are active, healthy, and well - all students and staff demonstrate understanding and respect for the uniqueness of all learners - all learning environments are welcoming, caring, respectful and safe - learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations - improved understanding of an inclusive education system is shared by all education partners - collaboration with education partners to support learning

	• students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress	• improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning
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 contribute to developing and advancing cultures of wellness and well-being • learners contribute to and feel welcomed, cared for, respected and safe • learners access a robust continuum of supports • students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress	**Indicators** *Indicators of achieving outcomes* • improved wellness and wellbeing in students and staff • all students and staff demonstrate understanding and respect for the uniqueness of all learners • all learning environments are welcoming, caring, respectful and safe • learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations • improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities

		• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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 provides assurance of continuous improvement and student growth & 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
2020-2021	89	80

2021-2022	91	81
2022-2023	86.9	74.5
2023-2024	86.7	79.8
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**
2020-2021	74	56	47	70	55
2021-2022	74	56	40	68	56
2022-2023	94	76	80	86	88
2023-2024	96	87	81	88	88
Evaluation	**Very High**	**High**	**High**	**High**	**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 judgment*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Use student voice to ensure every child felt an authentic connection to an adult in our building	**Very High**
Strategy 2: Create opportunities for staff connection to promote a culture of well-being and belonging.	**Very High**
Strategy 3: Use outside agencies to promote positive SEL competencies	**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: Initiated Collaborative Response meetings (Grades 1-3 and 4-6)	**Intermediate**
Strategy 2: Created a movement room and built staff capacity on how to use it	**High**
Strategy 3: Trained all teaching staff on NVCI	**High**

Areas of Strength:

- SOS-Q results show that 96% of our students feel the school is safe and caring
- According to the AEAS, 80% of staff, students and parents are satisfied with access to supports and services
- Commitment of staff to respond from a trauma-informed lens to support students

Areas for Growth:

- Develop continuum of support in Literacy, Numeracy and PBS to differentiate for all learners
- Develop and refine structures in our school: Netting Meetings, Student Support Meetings, Intervention Groups etc...
- Continue to grow and develop self-confidence and internal resilience in students even though it is reported "high" in the SOS-Q evidence.

Next Steps:

- Develop continuum of support in Literacy, Numeracy and PBS to differentiate for all learners
- Develop and refine structures in our school: Netting Meetings, Student Support Meetings, Intervention Groups etc...
- Implementing the use of soft starts, circles, morning meetings etc... to explicitly teach strategies to strengthen SEL competencies

Success

According to the Alberta Education Assurance Survey, staff, students, and parents are very satisfied with the quality of learning, preparing students for life beyond school, and learning curriculum at Big Rock School. In the 2023-24 school year, our Grade 4-6 classes engaged in a variety of maker-space learning, including a week-long introduction to coding. The Big Rock Market provided an authentic learning experience for student to develop their financial literacy skills.

At regular intervals throughout the year, students at Big Rock School had the great fortune of being able to learn from one of our own community members. Sharing his Inuit culture through learning activities and an introduction to Inuit games, students in all classes further developed their understanding and appreciation for Inuit Ways of Knowing. We are hopeful to continue our learning into the 2024-25 school year.

Implementing FSD's new System of Reporting, teachers collaborated on grade level teams to design effective ways of communicating interim progress reports to parents that was timely, accurate and motivating.

Staff collaborated to implement the new Science curriculum. Participating in division wide initiatives on staff learning days allowed teachers to develop an in-depth understanding of organization of the new curriculum and the knowledge, understandings, skills, procedures and skills that are included for each grade level. Opportunities to collaborate in designing lessons and assessments allowed staff to become even more familiar with these new outcomes.

- **Alberta Learning Competencies**
- **Assessment and Reporting**
- **Career Education**
- **Innovation and Design**
- **Learning that Transfers**
- **First Nations, Métis, and Inuit student success**
- **French Immersion**
- **Literacy**
- **Numeracy**

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.	• Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	• learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations

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 • students will be well prepared for their future while remaining current and relevant in the local and global contexts	**Indicators** *Indicators of achieving outcomes* • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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 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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **FSD Assurance Survey (Parent):** 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.

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
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
2023-2024	90.4	100	81.5	96.3	83.3	81
Evaluation	**Very High**	**Very High**	**High**	**Very High**	**High**	**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.

Performance Measures	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"		
	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
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
2023-2024	75	68	79	91	69	73	60
Evaluation	**Intermediate**	**Intermediate**	**Intermediate**	**Very High**	**Intermediate**	**Intermediate**	**Intermediate**

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: Implement the Big Rock March Market	**Very High**
Strategy 2: Explore coding courses	**High**
Strategy 3: Integrate Minecraft Education into lessons	**Intermediate**

Areas of Strength:
- The high level of support for our Big Rock Market allowed us to contribute financially to school-based, community-based and international initiatives.
- Students were highly engaged in the coding lessons and were excited to continue this learning into the next year.

Areas for Growth:
- Purposefully design learning to intentionally embed CTF opportunities into all subject areas
- Embed Disciplinary Thinking into subject areas

Next Steps:
- Continue to develop understanding of CTF/Maker Space concepts and how to integrate into subject areas
- Get a 3D printer and find ways to develop CTF and coding skills through the printer
- Involve Junior Achievement to support students in developing their financial literacy

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: Unpacking new curriculum to design learning through the KUSP.	**High**
Strategy 2: Collaboratively design assessments that align with new curriculum.	**High**

Areas of Strength:
- Teachers have a solid understanding of the architecture of the new curricula

Areas for Growth:
- Designing learning tasks that lead to deeper levels of thinking
- Design learning that allows students to build stamina for rigorous tasks and allows for authentic audiences

Next Steps:
- Continue to develop and examine task design to ensure there is an opportunity for students to transfer their learning

Goal 3 *Desired Result* **Advance First Nations, Métis, and Inuit student success** 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.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences	**Indicators** *Indicators of achieving outcomes* • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools • FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
Goal 4 *Desired Result*	**Outcomes**	**Indicators** *Indicators of achieving outcomes*

| **Advance literacy and numeracy**
Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success. | *Measurable statements of what FSD seeks to achieve*
Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning."
AB ED Ministerial Order on Student Learning | • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy
• learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades
• improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)
• improvement in foundational numeracy and mathematical knowledge and skills for all students |

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 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.
  - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners.**
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **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

- **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 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **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.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and 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
2023-2024	N/A	N/A	N/A	N/A	73.3	18.5	N/A	N/A	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**
2020-2021	51	68	76
2021-2022	60	74	76
2022-2023	64	82	85
2023-2024	76	76	84
Evaluation	**High**	**Intermediate**	**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**
2020-2021	78	81	94	79
2021-2022	73	78	76	88
2022-2023	75	76	84	92
2023-2024	NA	NA	NA	NA
Evaluation	**NA**	**NA**	**NA**	**NA**

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: Implemented UFLI as a research-based program to teach phonological awareness.	**Very High**
Strategy 2: Developing flexible and leveled literacy groups between classrooms.	**Very High**

Areas of Strength:
- Teachers are learning about research-based practices and are implementing them collaboratively into their practice
- Teachers in Grades 5 and 6 flexibly grouped their students for numeracy instruction.

Areas for Growth:
- Build teacher capacity to effectively use manipulatives within their numeracy lessons
- Continue to use divisional literacy and numeracy rubrics during PLC time (bringing student work to the table)

Next Steps:
- Implement a school-wide approach to recall of basic math facts using the Reflex Math program
- Use research and de-construct the new curriculum to identify standards for each grade level
- Develop consistency in our approach to reading instruction: Consider and agree upon high yield strategies we will use for instruction, to improve reading and instill a love of reading

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	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
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

2020-2021	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	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
2023-2024	80	50	65	25	65	75	80	50	85	75	84	75	83	75	79	75	87	75
Evaluation	H	L	I	VL	I	I	H	L	H	I	H	I	H	I	H	I	H	I

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: Learning Indigenous and Inuit ways of knowing and culture through Elders	**High**
Strategy 2: Provide internal and external supports Indigenous students (FSLC, CFS, breakfast program, mentorship)	**High**

Areas of Strength:
- Ongoing learning from Elders (Elder Shirley and Elder Joanni) to support in developing our school population in deepening their understandings
- Collaborative process to the development of our school's Land Acknowledgment

Areas for Growth and Next Steps:
- To plan authentic land-based learning with our staff to build capacity to move from knowing to doing
- Accessing elders, knowledge keepers, and significant places (ex. Big Rock, Blackfoot Crossing, Writing on Stone, etc) to better understand Indigenous ways of knowing and how to implement into our culture (ex. Circles) and curriculum design (ex. Oral storytelling, two-eyed seeing,)
- Align "what it means to be a Big Rock Badger" to Indigenous ways of knowing through 7 Teachings of the grandfather

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.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for 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 learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	• 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 • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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 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

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)
2020-2021	77	82	81	88	84	49
2021-2022	48	68	100	63	84	63
2022-2023	82	82	94	77	83	73
2023-2024	NA	NA	NA	NA	NA	NA
Evaluation	**Very High**	**Very High**	**Very High**	**High**	**High**	**High**

New FSD Professional Learning Survey (2024): Teacher survey to measure impact of professional learning and collaborative structures in schools and across the system.

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	68	83	78	66
Evaluation	**Intermediate**	**High**	**Intermediate**	**Intermediate**

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: Embedded PLC time to collaborate among grade levels.	**High**
Strategy 2: Dedicate time for staff to share gems from their instructional practice with colleagues.	**Very High**

Areas of Strength:
- The staff of Big Rock School demonstrate a readiness for learning and commitment to continuous improvement.
- The ability to embed PLC time within the day shows that we honor and value this work.

Areas for Growth and Next Steps:

- To use data and best research to create targeted design plans with clear throughlines