

Dr. Morris Gibson 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](#)

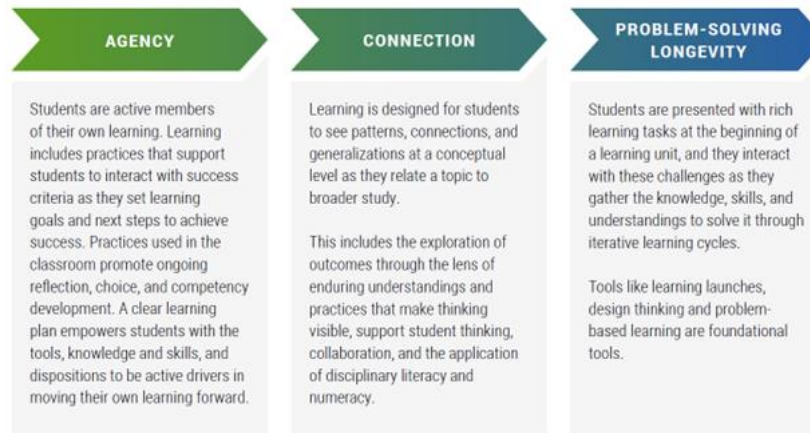
Providing Assurance

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



Our Goals and Strategies		
<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>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!</p>	<p>Commitments</p> <ul style="list-style-type: none"> ▪ 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 	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Goal: Advance Stakeholder Engagement and Communications</p> <p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Goals: Advance Wellness and Well-being Advance Continuum of Supports</p> <p>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.</p>	<p>Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Goal: Advance Continuous Improvement and Assurance</p> <p>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.</p>		<p>Goal: Advance Excellence in teaching, learning and leading</p> <p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

About Our School

Dr. Morris Gibson is a small K-6 elementary school in Okotoks Alberta of approximately 300 students. Dr. Morris Gibson used to be the regional school for students with complex medical and cognitive needs. Although inclusive practices have been adapted into schools across the province, many parents still move into our boundaries to take advantage of our progressive inclusive practices, the skills of our staff, and the experience we have to include all students in the classroom and school, including Foothills Digital School (The Grades 1-12 Digital School that lives inside of Dr. Morris Gibson School).

School Highlights and Celebrations

There are many areas to highlight for Dr. Morris Gibson School. Students are placed in pods where they can work cross grade and use break-out spaces throughout the building. We are beginning to establish some systems and structures that help support the school and culture.

It is noteworthy that our school was in transition this year. Transitions included new leadership, new school council and new curriculum. Due to the incredible resilience of students, staff and the community, we are excited about where we are as a team. This year our parents established a strong and supportive school council; staff began engaging in communities of practice and students engaged in Student Matters. The whole community worked together to become stronger through the transition of the school year. Together we are building a strong foundation for a flourishing school community.



DMG students at Grade 6 YMCA Camp at Bowfort Lodge –October 2022

dmghawks



Our students and staff look forward to our Popcorn Wednesdays!



Our students embraced the challenge and read so many books for our DMG Read-A-Thon! We raised over \$7500 for technology for our classrooms.



Our DMG Spring student market was a lot of fun and promoted our CTF design and Innovation.



Rainbow Day at DMG was a big hit amongst our students and staff! We had a school-wide wellness picnic with a 'rainbow lunch' including all colours of the rainbow and nutritious options. We also had an author and guest speaker join us to talk about wellness and emotional regulation.



Our DMG choir put on some amazing performances, including entertainment for our DMG volunteers at our Volunteer Appreciation Lunch.

Alberta Education Assurance Measures Report Summary Fall 2023

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 5321 Dr Morris Gibson School

Assurance Domain	Measure	Dr Morris Gibson 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	82.4	82.5	82.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.5	85.9	86.0	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	76.5	81.8	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	25.5	21.8	n/a	16.0	17.7	n/a	Very 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	90.9	94.3	94.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.5	91.0	91.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.5	78.5	78.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.0	80.0	78.7	79.1	78.8	80.3	High	Maintained	Good

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 5321 Dr Morris Gibson School

Measure	Dr Morris Gibson 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	86.1	97.9	95.5	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	67.6	79.0	71.0	80.4	81.0	76.8	Low	Maintained	Issue
Program of Studies	69.9	77.2	80.9	82.9	82.9	82.6	Low	Maintained	Issue
Program of Studies - At Risk Students	75.0	80.1	84.7	81.2	81.9	83.4	Very Low	Declined	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	88.1	92.6	90.6	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	65.5	69.5	76.6	72.9	72.6	73.9	Low	Declined	Issue
School Improvement	75.2	80.4	88.8	75.2	74.2	77.9	Intermediate	Declined Significantly	Issue
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	80.8	84.6	92.3	83.1	84.9	84.5	High	Declined	Acceptable

Historic Evidence of Accountability to Assurance

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.

Engagement

Our Story of Engagement

Although promoting engagement for each learner is vital every school year, it is especially important during a pandemic to gain voice, perspective, build self-confidence, and encourage deep learning. Through several initiatives this year, we had many students from a variety of grade levels become school leaders.

To engage our students who were interested in student leadership opportunities, we had students co-create our daily school announcements through Google, several division two students led the school through O'Canada and an inspiring quote to begin the day, and nearly two dozen students help in the office answer phones and field student questions.

Other initiatives that were started at Dr. Morris Gibson was a succession plan for Student Matters. The student committee has engaged in the application and interview process for future members of this grade 6 group.

Furthermore, our school council has grown and become incredibly engaged in school wide events and decision making.

[Community Engagement](#)
[Engagement Opportunities](#)
[Get Involved](#)
[Advocacy](#)
[Foothills Flourishing Community Award](#)
[FSD News](#)
[FSD Footnotes](#)
[School Council Presentations](#)

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>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.</p>	<p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: Continue to invite, incorporate, and build leadership initiatives for our students at multiple grade levels to create opportunities to find their passions.	Very High
Staff Engagement: Continue to build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.	High
Parent Engagement: Continually seek out parent feedback with regards to our school’s direction through surveys and celebrate school council achievements and initiatives.	Very High
Community Engagement: Collaborate with and stay in tune with current and future community support systems to provide accurate information to families and staff.	Very High
Communications: Share through our Instagram and school website to communicate new opportunities via school council, volunteering, or school initiatives.	Very High

- Areas of Strength:**
- Communication- through social media, classroom-to-home and through the introduction of our newsletter “The Hawk Post”.
 - Student Leadership processes and opportunities.

- Areas for Growth:**
- Engagement of staff in school leadership team. More frequency to gather staff voice/feedback.
 - Awareness of all staff of the support systems available to them to support students.

Next Steps:

- Continue to invite, incorporate, and build leadership initiatives for our students at multiple grade levels to create opportunities to find their passions.
- Continue to build a school leadership team as representatives to build relevant professional development and ensure responsive support to all staff members.
- Continually seek out parent feedback with regards to our school’s direction through ongoing feedback and celebrate school council achievements and initiatives.
- Collaborate with local agencies such as municipal enforcement and the Town of Okotoks to ensure the safety of students coming to and from school. Establish a multiagency resource HUB that supports mental health and well-being.
- Share through our Instagram and school website to communicate new opportunities via school council, volunteering, school initiatives and our newly developed Hawk Post (newsletter).

Continuous Improvement Results Analysis		
Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ul style="list-style-type: none"> • 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. 	<p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> • 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	94.7		77.4		97.3	
2020-2021	96.9		79.8		97.8	
2021-2022	94.3		80.0		80.4	
2022-2023	90.9		81.0		75.2	
Evaluation (overall and improvement)	Very High	Maintained	High	Maintained	Intermediate	Declined Significantly

FSD Assurance Survey (Parents): 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	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A
2021-2022	98%	77%	61%
2022-2023	96%	77%	47%
Evaluation	Very High	High	Low

Alberta Education Assurance Survey: 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						
2019-2020	N/A	86%	93.7%	N/A	N/A	77.4%						
2020-2021	76%	89%	94.7%	92.1%	84.5%	79.8%						
2021-2022	82.5%	85.9%	96.9%	91%	78.5%	80%						
2022-2023	82.4%	82.5%	90.9%	84.5%	73.5%	81%						
Evaluation	N/A	Maintained	Very High	Maintained	Very High	Maintained	N/A	Declined	N/A	Maintained	High	Maintained

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
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	95%	89%	98%	85%	86%	77%
2022-2023	90%	90%	96%	89%	80%	77%
Evaluation	Very High	Very High	Very High	Very High	High	High

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.	Very High
Strategy 2: Continue to share via social media, school website, and classroom communication engagement opportunities to community members.	Very High

Areas of Strength:

- Staff involvement with educational planning
- Shared Leadership Team input to strategies and direction of the school
- Social media and newsletter are both effective tools in promoting and engagement community members

Areas for Growth:

- Further engagement is required to promote school-based culture and identity.
- Accessing support and services such as OT, PT and SLP- Using the divisional access to services processes. Making this visible to parents.

- Recognizing the impact that a mid-year change in leadership can have on the community’s perspective of school improvement.

Next Steps:

- Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth
- Continue to share via social media, school website, and classroom communication engagement opportunities to community members
- Establishing a school culture committee to build connections and support Positive Behavior Supports through celebrations

Support

Our Story of Support

Dr. Morris Gibson is well known for Inclusive Practices. These practices will be extended as we refine, refresh and revise our continuum of support. Post-pandemic challenges continue to be present in student needs. There are more engagement, attendance and behavioral challenges in our classrooms. To respond to this we will be looking at our learning environments and taking a student centred approach to our environments, therefore ensuring all students are welcomed, cared for, respected, safe and included.

- [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
<i>Desired Result</i>	<i>Measurable statements of what FSD seeks to achieve</i> <ul style="list-style-type: none"> • Learners are active, healthy, and well. 	<i>Indicators of achieving outcomes</i>

<p>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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.
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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	88.7%		N/A	
2020-2021	92.9%		84.5%	
2021-2022	92.6%		78.5%	
2022-2023	88.1%		73.5%	
Evaluation	Very High	Maintained	N/A	Maintained

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	N/A	N/A	N/A	N/A	N/A
2020-2021	90%	82%	73%	81%	86%
2021-2022	89%	83%	76%	74%	87%
2022-2023	85%	85%	72%	78%	73%
Evaluation	Very High	Very High	High	High	High

Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Build on our school’s knowledge and skills regarding trauma informed, inclusive, and wellness practices to support each student in our care.	Low
Strategy 2: Analyze and collaborate as a larger team when exposed to survey, feedback, and data results in order to focus on relative strengths and next steps.	High
Strategy 3: Collaborate with our Learning Services Team and larger staff to support all learners where they are at.	Intermediate

Areas of Strength:

- Safe and caring school is prevalent in multiple data sources.
- Students reporting a maintained average of external resiliency in SOS-Q that reflects a resilient student population (externally).
- Growth in internal resiliency is notable considering the challenges of the population surveyed.

Areas for Growth:

- Peer relations and self-confidence are declining.
- Building an understanding and practices that reflect being trauma aware.

Next Steps:

- Build on our school’s understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care
- Analyze and collaborate with the Shared Leadership Team when exposed to survey, feedback, and data results to focus on relative strengths and next steps. This includes building capacity in the shared leadership team in their understanding of the AERR
- Establish a collaborative response team to support learners and strengthen our continuum of supports

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs.	Intermediate
Strategy 2: Incorporating the expertise of our Learning Support Team and larger staff to identify areas of need for at-risk students and utilize strategies to help them inside, and outside of school.	Intermediate
Strategy 3: Collaborate with and incorporate the expertise of our school’s FSLC to find relevant outside agencies and supports, as needed.	Low

Areas of Strength:

- An increased awareness in how we access support and services.
- An increase in awareness and understanding of assessment practices that inform what types of support are required for learners.

Areas for Growth:

- Collaboration with FSLC and outside agencies was minimal due to changes in FSLC staff throughout the year. This will be ongoing work into 2023-2024
- Building capacity through collaborative response.

Next Steps:

- Build on our school-based continuum of supports to assist in helping teachers, students, and community members find strategies to support their needs
- Incorporating the expertise of our Collaborative Response Team and larger staff to develop our school code of conduct/progressive discipline

continuum.

- Strengthen our universal strategies and leverage outside agencies to support our continuum of supports

Success

Our Story of Success

Although success looks different for each student and teacher in our school, we find joy in pinpointing how each stakeholder in our community can find their personal success. We are a school who has a deeply held belief in meeting students where they are at. Our strong relationships with our parent community and student population help us incorporate a strength-based approach to a child's learning so that they can find their own, intrinsic, success.

As a staff, we believe in life long learning through our PD days, staff meetings, and IPGPs to further our professional efficacy. We meet on a regular basis to review our observations, assessments, and other data points in the classroom to help us understand exactly where our students are at in order to triangulate our next steps in their learning. We believe in collaboration among all stakeholders and invest time building those relationships so that everyone can find their own, unique success

[Innovation and Design](#)
[Learning that Transfers](#)
[Truth and Reconciliation for Learner Success](#)
[Indigenous Learning](#)
[Principles of Practice for Literacy](#)
[Principles of Practice for Numeracy and Mathematics](#)

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance innovation and design</p> <p>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.</p>	<p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none">• 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.	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none">• 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.

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Learners demonstrate transfer of learning. High quality learning opportunities and experiences. Measures indicate that learners are intellectually engaged in their learning.
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<p>Goal 2 <i>Desired Result</i></p> <p>Advance learning for transfer</p> <p>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.</p>	<p>Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> 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. 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. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> 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. 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.
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

<p>Provincial</p> <ul style="list-style-type: none"> Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
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- **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
2019-20	84.5%	100%	86.0%	94.7%	84.5%	N/A
2020-21	89.1%	83.3%	89.3%	96.9%	89.1%	76%
2021-22	77.2%	84.6%	85.9%	94.3%	77.2%	82.5%
2022-23	69.9%	80.8%	82.5%	90.9%	69.9%	82.4%

Evaluation	Low	Maintained	High	Declined	Very High	Maintained	Very High	Maintained	Low	Maintained	N/A	Maintained
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Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Support	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	100%	N/A	100%	100%	100%	100%	100%	N/A
2021-2022	98%	84%	85%	84%	93%	80%/84%	70%/85%	87%
2022-2023	92%	78%	79%	85%	88%	73%/82%	82%/82%	59%
Evaluation	Very High	High	High	Very High	Very High	High	High	Low

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: MakerSpace learning in the Learning Commons during the second Library period so that each student has that time for 30 minutes a week.	Very Low
Strategy 2: Maker Time during recess to promote maker learning for those students who want to explore that further.	Low
Strategy 3: Outdoor Education through our physical education teacher for our grade six students.	Very Low

Areas of Strength:

- Clear and consistent communication plan is reported at high levels.
- Although MakerSpace and Maker Time is evaluated as low, our Learning Commons Facilitator was visible in supporting Innovation and Design.

- Implementation of a Spring Student Market to promote CTF.

Areas for Growth:

- Half of our parents report that Edsembli does not improve their understanding and knowledge of their child’s learning, through access to it.
- Build capacity and understanding around Design and innovation framework for learning.

Next Steps:

- Advance staff capacity for implementation of the Framework for Innovation and Design: Learning for Transfer -Implementation of Maker-centered Learning, Career and Technology Foundations and MyBlueprint within Dr. Morris Gibson School as a strategy for engagement and exposing students to a greater breadth of possible careers.
- Advance in-school and inter-school learning and collaboration to ensure a positive, coherent experience for all Foothills students in entrepreneurship through Student Markets.

<p align="center">Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Incorporating Maker learning in collaboration with teacher, EA, and Learning Commons Facilitator</p>	<p align="center">Very Low</p>
<p>Strategy 2: Focusing Professional Learning on Conceptual Understanding</p>	<p align="center">Intermediate</p>
<p>Strategy 3: Student Assemblies to showcase talents</p>	<p align="center">Intermediate</p>

Areas of Strength:

- The beginning of purposeful assemblies that promote positive behavior support and school culture and connection (Hawk Time).

Areas for Growth:

- New curriculum and design for conceptual understanding.
- Communities of practice.

Next Steps:

- Incorporating Design and Innovation in collaboration with teacher, EA, and Learning Commons Facilitator.
- Focusing Professional Learning on Conceptual Understanding through Communities of Practice.

<p align="center">Goal 3 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes</i></p>
<p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes</p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<p style="text-align: center;">Indicators</p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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.
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		

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.
- **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 regards 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	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	88.6	29.5	95.3	39.5	N/A	N/A

Evaluation	N/A	N/A	N/A	N/A	Very High	Very high	Very high	Very High	N/A	N/A
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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	55%	55%	45%
2020-2021	56%	81%	77%
2021-2022	67%	84%	84%
2022-2023	66%	81%	78%
Evaluation	High	Very High	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	70%	77%	76%	80%
2021-2022	62%	66%	65%	74%

2022-2023	70%	71%	78%	72%
Evaluation	High	High	High	High

Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Analyzing our RRST, F&P, GRADE, and MIPI data as a Learning Services Team and larger staff to focus on individual student needs and larger themes in grade levels and the school.	High
Strategy 2: Embedding times within the school day for grade level teaching partners to meet and discuss assessment data to find the next step for each student with regards to numeracy and literacy.	Very High

Areas of Strength:

- Embedded time in school day for Communities of Practice.
- Targeted Literacy and Numeracy groups were supported by Alberta Education through the Covid Disruption Grant.
- Targeted interventions supported learning (LLI and precision reading).

Areas for Growth:

- Revamp the strategies to reflect a focused direction for advancing literacy and numeracy as well as any other new curricular obligations.
- Structure Communities of Practice to parallel a collaborative response model
-

Next Steps:

- Leverage the FSD Staff Learning Link and the Curriculum Corner to support new curriculum implementation.
- Develop a common understanding of data points and level A (classroom based) assessments that can guide instruction in literacy and 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	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)																			
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	N/A
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	N/A
2021-2022 Baseline	50%	N/A	100%	N/A	100%	N/A	50%	N/A	100%	N/A	50%	N/A	100%	N/A	50%	N/A	100%	N/A	
2022-2023	73%	100%	68%	100%	73%	100%	74%	100%	89%	100%	71%	67%	76%	100%	84%	100%	82%	67%	
Evaluation	High	Very High	Intermediate	Very High	High	Very High	High	Very High	Very High	Very High	High	Intermediate	High	Very High	High	Very High	High	Intermediate	

Strategies: Advance First Nations, Métis, and Inuit student success <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Creation of a 'student-created' Land Acknowledgement to dive deeply into the purpose of Land Acknowledgement	Very High
Strategy 2: Incorporating the Land Acknowledgement in all events and assemblies	Very High
Strategy 3: Work closely with our First Nation, Metis, and Inuit lead teachers to build more understanding amongst our larger school staff.	Very High

Areas of Strength:

- Many Indigenous perspectives shared through school wide performances.

- Student cultural perspectives results very strong and indicate a value and understanding of truth and reconciliation in education.

Areas for Growth:

- Move beyond understanding to more prevalent instructional practices to address the systematic gap for Indigenous students. (Eg. Cultural infusion in all subject areas and teachers sharing indigenous perspectives).

Next Steps:

- Work closely with First Nation, Metis, and Inuit lead teachers to build understanding amongst school staff.
- Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honoring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.
- Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • 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 engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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 practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Teachers and leaders analyze the learning context, attend to local and societal considerations, and

- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

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	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	95%	100%	85%	100%	100%	N/A
2021-2022	96%	93%	96%	93%	96%	N/A
2022-2023	84%	94%	88%	94%	90%	N/A
Evaluation	Very High	Very High	Very High	Very High	Very High	N/A

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: Using Kurtis Hewson’s work on the Collaborative Response Model as a template, creating PLTs on teacher interest, rather than grade level.

N/A

Strategy 2: Creating a ‘Leadership Team’ that will co-create Professional Learning Days, staff meetings, PLTs, and help lead our learning for the year.

Low

Areas of Strength:

- A healthy group on interested teachers to contribute to the shared leadership team

Areas for Growth:

- Frequency of shared leadership team collaboration
- Building capacity of staff in school wide leadership opportunities

Next Steps:

- Build structures to support student learning and achievement through Collaborative Response and Communities of Practice.