Ecole Joe Clark 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

School Website

AERR (2019-2020)

School Land Acknowledgement

In the spirit of respect and truth, we would like to acknowledge that we hold this gathering on Treaty 7 land. We gather on the traditional territory of the Blackfoot confederacy: Siksika, Kainai, Piikani as well as the Stoney Nakoda and Tsuut'ina nations. We acknowledge the members of the Metis community and specifically, the Métis Nation Region Three of Alberta. We give this land acknowledgement as a reminder that we are all members of Treaty 7 and that we have a shared responsibility for the future of this land and all its people. We take this time to reflect on Alberta's past and we thank you for working together for its future.

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.

Providing Assurance

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

Our Story of Learning

THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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

Our Goals and Strategies

Our Vision	Commitments	Our Priorities
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

Ecole Joe Clark School is a dual track school of students from Junior Kindergarten - Grade 5. We have a highly diverse student population of approximately 335 students in French Immersion and English Programming who learn from our building's thirteen classroom teachers, full time physical education specialist, full time learning commons facilitator, part-time music specialist, part time family school liaison counsellor, thirteen educational assistants, learning coach, office administrator, and our administration (principal and vice principal). Our student population serves the eastern half of the High River community - we lead with our heart and sincerely believe that *all* students can learn. Our school is known for our student leadership capacity, strong community connections and dynamic approach to complex students. We identify as the Joe Clark Broncos and our mission is "*Believe in yourself, Découvrez le leader en vous*!"

School Highlights and Celebrations

- Dynamic and engaged school council that continues to grow. Our school council meetings continue to be well attended by a great cross sample of parents in the school. Our parent volunteer participation has increased.
- Monthly Bronco Time continues to be a fixture in our school. Students and parents enjoy a time where we gather regularly to celebrate achievements and come together as a community.
- Multidisciplinary approach to complex learners. We work with a variety of organizations and non-profits to ensure that we are curating wrap around services for our most complex learners.
- A culture of collective responsibility is evident in staff's approach to all learners.
- Students regularly report having a strong sense of school identity and that school is a safe, caring and welcoming place for them.
- Our Music Program promotes choir, musical theory and exposure to various instruments.
- We invest in a physical education specialist as we believe that all students deserve access to physical literacy, wellness and opportunity for sport.
- We maintain very high achievement in the last 5 years on the Accountability Pillar Survey Results, in all areas. As anticipated, our Annual Education Results Report has a similar trend in results.

2018

Accountability Pillar Overall Summary
3-Year Plan - May 2019
School: 5316 Right Honorable Joe Clark School

Alberta Government

Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.6	92.1	91.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.4	87.3	86.9	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.6	91.5	90.1	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	87.3	85.0	90.2	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	87.5	83.9	87.2	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.8	89.1	89.9	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.0	78.2	86.0	81.0	80.3	81.0	Very High	Maintained	Excellent

2019

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 5316 Right Honorable Joe Clark School

Alberta Government

Measure Category	Measure	Right Honorable Joe Clark Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.0	90.6	92.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	86.4	86.4	87.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.9	95.0	94.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	88.5	87.3	90.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	83.3	87.1	86.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.3	86.9	88.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.1	85.0	85.1	81.5	81.0	80.9	Very High	Maintained	Excellent

2020

7

Assurance Domain	Measure	Right Honorable Joe Clark Sch			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	83.2	83.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.3	82.4	84.7	81.4	83.2	83.1	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	92.3	94.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.3	85.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.7	86.0	85.6	78.8	79.5	81.5	Very High	Maintained	Excellent

2022

Alberta Education Assurance Measures Report Summary

Guiding Principles

Our school's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

 o Developing/updating plans based on results, contextual information and provincial direction.
 o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
 o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
 o Implementing research and practice-informed strategies to maintain or improve performance across domains.
 o Monitoring implementation and adjusting efforts, as needed.
 o Measuring, analyzing and reporting results.
 o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
 o Communicating and engaging with stakeholders about school authority plans and results.

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

Community Engagement

Engagement Opportunities

Get Involved

Advocacy

Foothills Flourishing Community Award

FSD News

FSD Footnotes

School Council Presentations

Although promoting engagement for each learner is vital every school year, we have made every effort based on feedback received to gather 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.

Our engagement is best exemplified on our activity on social media. School Council manages a school council Facebook page, and various staff maintain our school Instagram account. These venues allow us to tell the story of our school as it unfolds each year and reflect upon what was accomplished and what areas of growth we need to continue to work on as a school community.

Through key engagement efforts, we have been able to share the culture of our school. New families moving to High River will use our social media as a way of understanding who we are as a school. Positive school culture is a strength of Ecole Joe Clark School, and it leaks out into the community. We continue to build relationships with community partners and help our students see the value in being responsible and respectful citizens. We view our local agencies as key stakeholders and supports in our students' education.

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.	Stakeholder engagement and communication strategies ensures: - engagement, support, and success for each learner. - governance aligns with and is responsive to the needs and expectations of the learning community. - stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. - communication provides assurance. - partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding.	- Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. - Measures indicate that parents are involved in school and system decision making processes. - Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

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

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

Local
- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
  - What stakeholders were involved?
  - How were they engaged?
  - How results and related information were shared?
  - What actions were taken based on input provided?
  - How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)

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: Student Matters: Working with our student matters representatives to provide voice to the decision-making process. Student Leadership Opportunities are increased and visible throughout the school.	High
Staff Engagement: Development of a Lead Team Planning Committee that provides leadership on Professional Development and educational planning. Continue to seek our increased opportunities to collect staff feedback in support of belonging, wellness and well-being.	Very High
Parent Engagement: School Council: Feedback on decision making processes	Very High
Community Engagement: Community Connections: Creation of a committee that engages local agencies such as Foothills Immigrant Services, Rowan House, Child and Family Services, Alberta Health Services, Inclusion Foothills, High River Recreation Centre, etc.	Very High
Communications: Social Media strategy: Instagram and Facebook and campaigns with timely engagement opportunities for stakeholders and students (Live video announcements)	Very High

Impact and effectiveness of strategies implemented in achieving goal

Areas of Strength:
- Strong and consistent attendance at our school council events.
- Engaged shared leadership team to build capacity among staff.
- Strong community connections with local organizations that continue to grow.

Areas for Growth:
- Continue to seek student input and feedback and leverage this to create opportunities to include students in leadership initiatives.
- Provide more chances for parents to be involved in volunteer opportunities within the school and school council. With the use of online sign-up forums, we will engage more parents to be part of the school community.
- Leadership is needed to support the local Canadian Parents for French Chapter as key stakeholders in the French Immersion program.

Next Steps:
- Our Students' Matters committee indicates that student voice to the school-based decision-making process is essential. Therefore, we are focusing on ensuring student voice is a strong part of our assurance measures.
- Development of a larger school based shared leadership team. This strategy was informed by the data collected from staff regarding the need to be more connected, aligned and informed.
- Continue to build our social media platforms as our engagement in both Instagram and Facebook.
- Continue to build stakeholders understanding of assurance measures

- Increase learning opportunities for families with school council such as Alberta School Council Association programs, We thinkers, AHS etc.
- Support Canadian Parents for French Chapter as they are key stakeholders in the French Immersion program. Support through increased involvement, awareness of CPFC events and sharing of information with families

Continuous Improvement Results Analysis

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

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

Provincial
- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

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

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2022	95%	86.9%	85%
2020-2021	92.3%	86.0%	N/A
2021-2022	92.3%	90.7%	61%
2022-2023	92.4%	83.3%	81.8%
Evaluation	Very High	Very High	High

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5316 Right Honorable Joe Clark School

Assurance Domain	Measure	Right Honorable Joe Clark Sch			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	83.2	83.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.3	82.4	84.7	81.4	83.2	83.1	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	92.3	94.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.3	85.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.7	86.0	85.6	78.8	79.5	81.5	Very High	Maintained	Excellent

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	95%	89%	98%	85%	86%	77%

2022-2023	95%	87%	97%	90%	92%	78%
Evaluation	Excellent	Excellent	Excellent	Excellent	Excellent	Good

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

125
Results in Set

94% Program of Studies	90% Work Preparation	89% Citizenship	61% School Improvement	85% Welcoming, Caring, Respectful...
98% Quality of Education	81% Life Long Learning	95% Student Learning Engagement	77% Parental Involvement	86% Access to Supports

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*
Strategy 1: Build staff capacity in the following areas: ● Assurance measures ● Data action toolkits for collaborative teams ● Collection of artifacts to capture the story of the school	Intermediate
Strategy 2: Create conditions for collaboration that leads to informed practice	Good

Areas of Strength:

- Strong scores for Quality of Education, Program of Studies, and Student Learning Engagement
- Strong scores relative to the province in nearly all indicators.
- High participation in feedback from school community in the local assurance survey.
- Majority of students report being in "flow" according to our intellectual engagement survey.

Areas for Growth:
- More opportunities to show our community how we are always improving our school – even in small and subtle ways!
- Providing even more chances for parental involvement.
- Literacy and numeracy interventions required to support foundational learning.
- Provide more opportunities and modelling of active citizenship in our school community

Next Steps:
- Celebrate with staff that they are meeting students where they are at. Evidence of finding the appropriate entry point for learners can be found in the intellectual engagement survey results.
- We will continue to explore ways to increase students' literacy and numeracy scores (such as using UFLI as a universal approach for literacy)
- Focus on academic achievements of our First Nation, Metis and Inuit population. We will access Jordan's Principal to assist in this, as one example.
- Creation of school wide Positive Behaviour Support Program including celebrating students who take an active role in promoting positive school environment

Support

Our Story of Support

Joe Clark School is a dynamic school with a highly collaborative staff. All staff (teaching & support), develop a deep understanding of student narratives in order to meet each student where they are at in their learning journey. We meet students and staff where they are to optimize learning. This means curating conditions for learning and support. Our school requires a culture of wellness and well-being for all and our continuum of supports, although comprehensive, requires flexibility.

Policy 14: A Place for All

Safe Positive Schools

FSD Resilience

Inclusive Learning

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

For further information on SUPPORT follow links to:

Wellness continuum: https://docs.google.com/document/d/1f3mssdQbjCIRdKjTVr6mZKOesaoFNUdQgXqLU8hLnR0/edit

Conditions for Collaboration: https://docs.google.com/presentation/d/1gTvTpjyByFHsLIn8T4Bb7_YPdDZibwD1onlKlyoLtew/edit?usp=sharing

Positive Behavior Supports: https://docs.google.com/presentation/d/1IIR-kHXBVR2b3rR2bg44q6ElOm7VxtbL916SMlDTqOk/edit?usp=sharing

Supporting Positive Behavior Supports in Alberta Schools: A School Wide Approach, Alberta Education

Learning Supports Results Analysis

Goals *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	• Learners are active, healthy, and well. • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.	• 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.

	• 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.	
Goal *Desired Result* **Advance our Continuum of Supports**: Continue to develop and advance our continuum of support.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being.	**Indicators** *Indicators of achieving outcomes* • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Continuum of Supports is visible and accessible. • Collaboration with education partners to support student learning and well-being.

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

Provincial
- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.

- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

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

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.
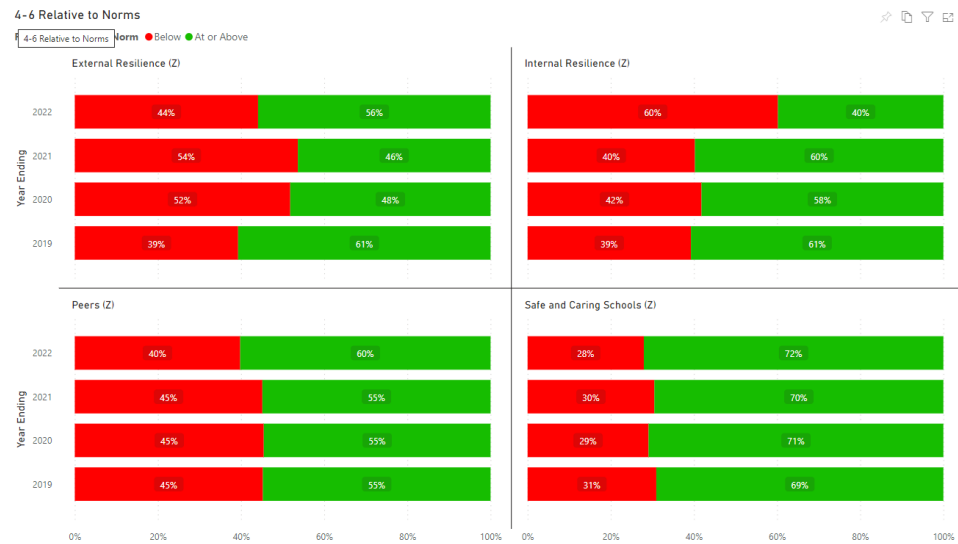
Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	93.6%	N/A
2020-2021	87.9%	85.9%
2021-2022	88.4%	79.3
2022-2023	86.9%	76.2%
Evaluation	Very High	Intermediate

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	71%	48%	33%	58%	55%
2020-2021	70%	46%	22%	60%	55%
2021-2022	72%	56%	48%	40%	60%
2022-2023	80%	70%	65%	68%	89%
Evaluation	High	Intermediate	Intermediate-Significantly Up	Intermediate-Significantly Up	Very High-Significantly Up

4-6 Relative to Norms

Self-confidence (Z)

Year Ending	Red	Green
2022	52%	48%
2021	78%	22%
2020	67%	33%
2019	58%	42%

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Prioritize Positive Behavior Support through the following tenets: a. Social Emotional Learning competencies b. A progressive discipline continuum that includes fair and predictable consequences as well as clear and consistent expectations	High
Strategy 2: Develop and implement a continuum of wellness with the Staff Advisory Committee	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: Continue to advance the Continuum of Supports by: a. Engaging our community support committee and including them in the continuum of supports b. Establishing high yield strategies with staff to ensure optimal learning c. Work with the Collaborative Response Team to advance the Continuum based on student referral data	Very High

Strategy 2: Promote and cultivate a culture of shared leadership with staff and students by establishing conditions of a collaborative culture through our learning plans in the following ways: a. Weaving in the circle of courage as our framework for staff development b. Promoting connection throughout Professional Learning Teams c. Cultivate a culture of leadership and Team	Intermediate

Areas of Strength:

- We have a team approach when dealing with challenging situations or finding next steps.
- We have strong connections as a learning support team and work effectively and efficiently to help students.
- Stakeholders indicate that they feel safe and cared for in our building, in addition to feeling that they can access support when needed.
- The significant growth in all Areas of our SOSQ data

Areas for Growth:
- We have multiple new team members that we will need to bring into our culture and learn from.
- Creating more leadership opportunities for both staff and students to leverage their areas of interest
- Leveraging our work with our Leadership team to create a continuum of supports

Next Steps:
- Leverage our understanding of trauma-informed practices to respond to the ever-increasing complexities that our building is facing
- Incorporating more student voice into safe and caring initiatives in the school
- Improve student feelings of internal resilience and self-confidence through increase in ownership and voice in school decisions

Success

Our Story of Success
Innovation and Design

Learning that Transfers

Truth and Reconciliation for Learner Success

Indigenous Learning

Principles of Practice for French Immersion

Principles of Practice for Literacy

Principles of Practice for Numeracy and Mathematics

Ecole Joe Clark School's student growth and achievement reflect a large gap in literacy and numeracy. This gap has been present pre-pandemic and has grown post-pandemic. When provided intensive intervention and support, such as the recent literacy and numeracy grant, the gap becomes smaller. Teachers focus on universal, high yield strategies but the learning gap continues. Contributive factors are Socioeconomic status, transiency, trauma impact, truancy and/or learning challenges. Despite the learning achievement gap present in our school, students report as being in "flow" and our assurance results are excellent. This contributes to the deep sense of connection students and families have to the school. The challenge is focusing on a deep connection to learning and what that means for students. We must frame success around the belief that excellence isn't standardized and can be personalized: Personal excellence. Every student can achieve personal excellence and every student can learn.

Student Growth and Achievement Results Analysis

Goal 1 *Desired Result* **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.	**Outcomes** *Measurable statements of what we seek to achieve* • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.	**Indicators** *Indicators of achieving outcomes* • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
Goal 2 *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through	**Outcomes** *Measurable statements of what we seek to achieve* • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum.	**Indicators** *Indicators of achieving outcomes* • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.

| learning experiences that can be applied now and in the future for success. | 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. | 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. |

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

Provincial
- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

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 Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	86%	87.3	87.1%	95%	62.5%	N/A
2020-21	N/A	N/A	82.4%	92.3%	N/A	83.3%
2021-22	N/A	N/A	79.3%	92.3%	N/A	83.2%
2022-2023	91.6%	78.1%	82.1%	92.4%	66.4%	84.7%
Evaluation	Very High	High	Very High	Very High	Intermediate	Very High

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 5316 Right Honorable Joe Clark School

Alberta Government

Assurance Domain	Measure	Right Honorable Joe Clark Sch			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	83.2	83.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	79.3	82.4	84.7	81.4	83.2	83.1	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.3	92.3	94.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.3	85.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.7	86.0	85.6	78.8	79.5	81.5	Very High	Maintained	Excellent

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below					Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	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
2021-2022	89%	77%	79%	89%	58%	71%	16%
2022-2023	91%	76%	77%	84%	62.5%	65.5%	24%
Evaluation	Very High	High	High	Very High	Intermediate	Intermediate	Very Low

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: Advance the use of My Blueprint as an E-portfolio and career exploration tool for students.	Low
Strategy 2: Provide teachers with more opportunity to collaborate to build upon their understanding of Innovation and Design.	Intermediate

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: Advance awareness of high impact, research-based assessment principles, and practices to achieve optimal student success in any learning environment using the following resources: 12 fixes of assessment coursework b. Leveraging aligned divisional professional development	High
Strategy 2: Advance student success through sustained conceptual learning for depth and transfer.	High
Strategy 3: Leveraging e-portfolio feature of my blueprint as evidence of student engagement and success.	Low

Areas of Strength:
- A strong sense of flow from students in other areas of academic learning, as per the Intellectual Engagement Survey
- High scores of positive experiences with school in our building.
- Embedded PD time from a divisional lens to work on conceptual understanding over the years.

Areas for Growth:
- Embedded time to collaborate with grade level, learning support team, or individually to advance their own pedagogy with regards to innovation and design.
- Transferring that knowledge from professional learning days to pedagogy in the classroom (relevance and rigor ideally improving through this)
- Regular communication between school and home through FSD System of Reporting (I.e. documentation of student learning, portfolios, progress updates)
- Build stakeholders understanding of CTF learning in classrooms

Next Steps:
- Making 'Innovation and Design' more explicit in our students' days so they are aware and building some time for teachers to work with the learning support team to bring their love of building, exploring, and the iterative process alive in their classrooms.
- Partnership with Spitzee School through PD with Garfield Gini Newman to increase the prevalence of learning that's transfers concepts in classrooms
- Exploration of My Blueprint as a staff. Utilizing paper portfolio as a reflection and communication tool with home with the goal of moving this to digital in the future.
- Using cross curricular connections to deepen student understandings to enhance ELA and math instruction

Goal 3 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
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.	• First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.	• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.

Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	Outcomes *Measurable statements of what FSD seeks to achieve* • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning.	Indicators *Indicators of achieving outcomes* • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner's ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

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

Provincial

  Learning Outcomes
o **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**
- **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.
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading 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 & 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

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	71%	14%	53%
2020-2021	71%	48%	51%
2021-2022	76%	56%	64%
2022-2023	44%	56%	47%
Evaluation	Very Low	Acceptable	Very Low

Self-Identified First Nations, Metis and Inuit GRADE Assessment (Literacy):

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	50%	33%	83%
2020-2021	100%	50%	25%
2021-2022	50%	50%	50%
2022-2023	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A

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	Data not available			
2020-2021	N/A	N/A	N/A	N/A
2021-2022	63%	67%	68%	77%
2022-2023	64%	51%	66%	84%
Evaluation	**Acceptable**	**Acceptable**	**Acceptable**	**Good**

GB+ (French Immersion Literacy): This formative assessment is given to French immersion students in grades 2-6 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level					
Performance Measures	**2e année automne (Fall Grade 2)**	**3e année automne (Fall Grade 3)**	**4e année automne (Fall Grade 4)**	**5e année automne (Fall Grade 5)**	**6e année automne (Fall Grade 6)**
2020-2021	**9%**	**54%**	**30%**	**34%**	**N/A**
2021-2022	**22%**	**55%**	**33%**	**50%**	**N/A**
2022-2023	**22%**	**55%**	**29%**	**34%**	**N/A**
Evaluation	**Low**	**Issue**	**Issue**	**Issue**	**N/A**

Literacy and Numeracy Results (CC3 and Lens) Alberta Education:

Literacy and Numeracy
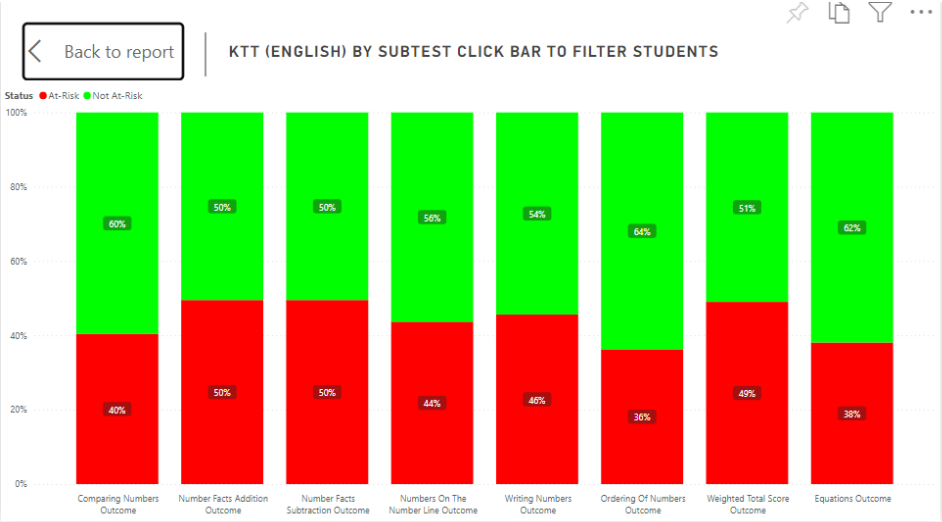
Grade 2 and Grade 3
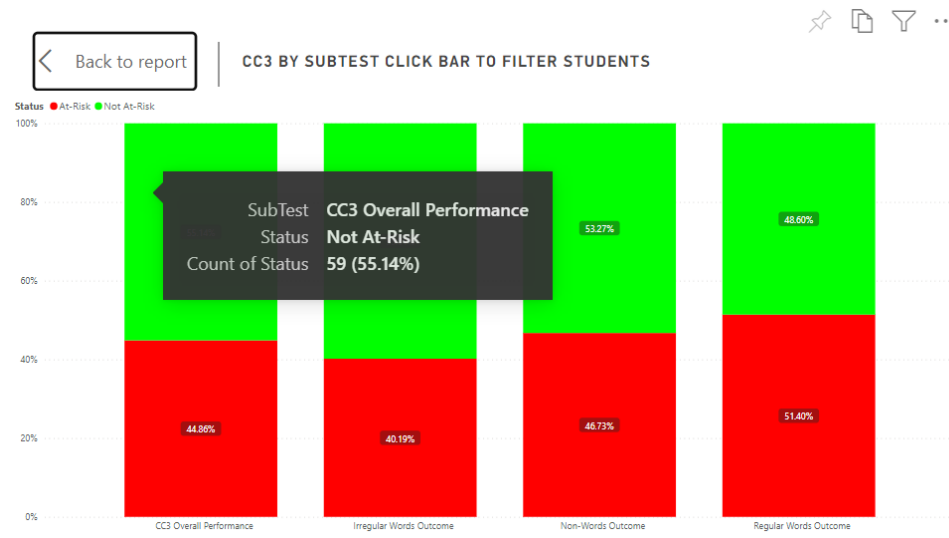
Grade 2 and Grade 3
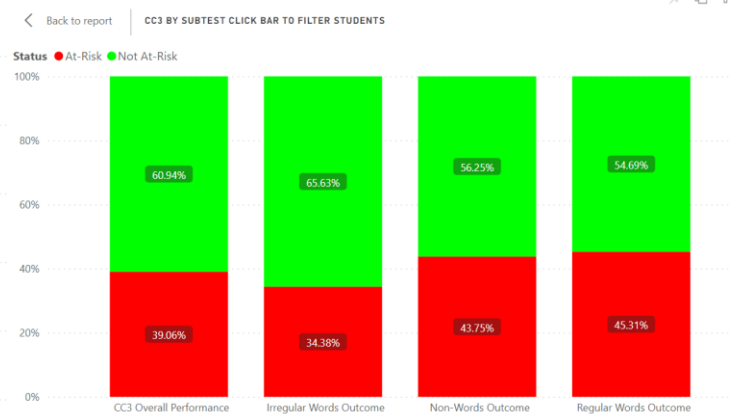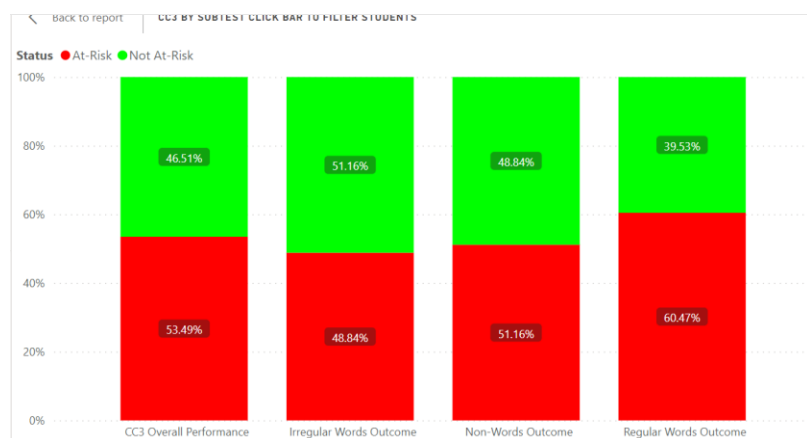
RRST

Results for Kindergarten based on Spring Norms

Colour ● 1. Red ● 2. Yellow ● 3. Green

03 Rhyme Detection

Timeframe — 20. Spring 2022 (April – June): 9% | 13% | 78%

04 Rhyme Generation

Timeframe — 20. Spring 2022 (April – June): 28% | 15% | 57%

05 Word Detection

Timeframe — 20. Spring 2022 (April – June): 28% | 33% | 39%

06 Syllable Detection

Timeframe — 20. Spring 2022 (April – June): 11% | 24% | 65%

08 Syllable Blending

Timeframe

20. Spring 2022 (April - June) | 13% | 13% | 74% |

10 Syllable Deletion

Timeframe

20. Spring 2022 (April - June) | 11% | 22% | 67% |

12. Initial Sound Isolation

Timeframe

20. Spring 2022 (April - June) | 11% | 7% | 82% |

18 Expressive Vocabulary

Timeframe

20. Spring 2022 (April - June) | 15% | 20% | 65% |

0% 50% 100%   0% 50% 100%

	19 Oral Cloze	20 Print Concepts
Timeframe	20. Spring 2022 (April - June)	15% / 59% / 26%	38% / 18% / 44%
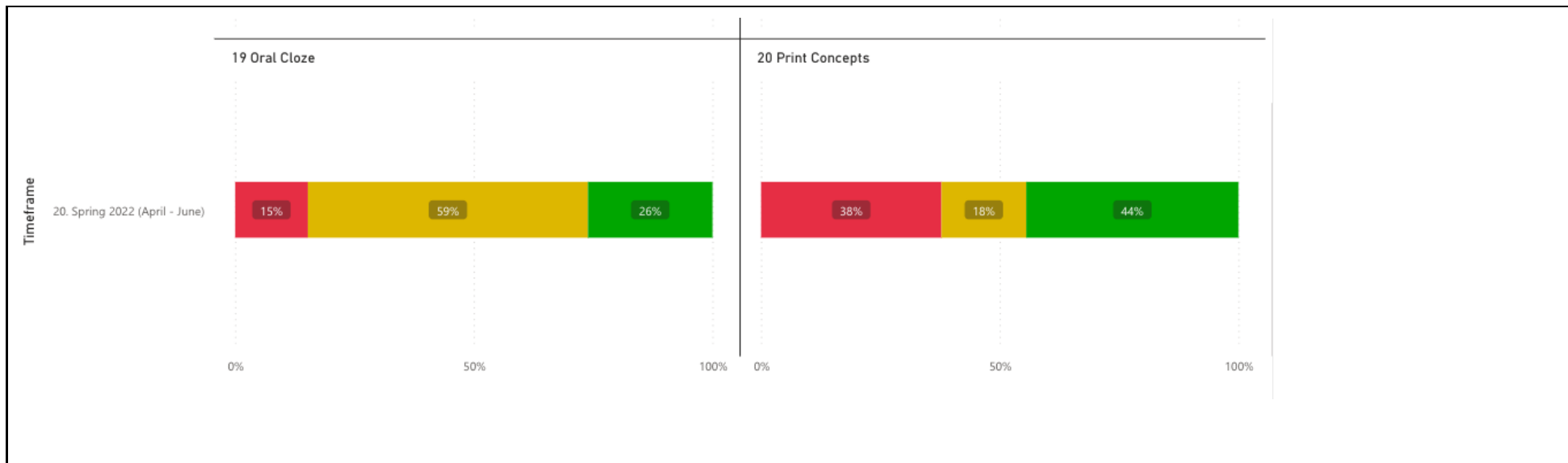
Cultural Perspectives Survey

	% Students (4-12) Reporting Agree or Strongly Agree																
Performance Measures	**Cultural Belonging**		**Comfortable Sharing Culture**		**Encouraged and Accepted Sharing Culture**		**School Priority of Truth and Reconciliation**		**Personal Importance of Truth and Reconciliation**		**Cultural Infusion Across All Subject Areas**		**Understand Multiple Perspectives**		**Understand Truth and Reconciliation**		**Teachers Share Indigenous Perspectives**	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	100%	N/A	33%	N/A	67%	N/A	100%	N/A	67%	N/A	67%	N/A	33%	N/A	33%	N/A	67%	N/A

2022-2023	67%	N/A	67%	N/A	59%	N/A	59%	N/A	71%	N/A	67%	N/A	66%	N/A	63%	N/A	74%	N/A
Evaluation	Intermediate		Intermediate		Low		Low		High		Intermediate		Intermediate		Intermediate		High	

Strategies: Advance First Nations, Métis, and Inuit student success *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Continue to develop collective capacity to incorporate instructional practices that honour traditional teaching and weave foundational ways of knowing into the curriculum for the success of each learner through: a. Parent and Community Engagement b. Staff Learning and Instructional Practices. c. Cultural Appreciation d. Student Support	**Acceptable**
Strategy 2: Weave in the Circle of Courage into our Framework for Learning or Engage, Support and Success. In efforts to support Truth and Reconciliation through education for the following groups: a. Students b. Parents c. Staff d. Stakeholders	**Low**

Areas of Strength:
- Access to services through Jordan's Principle
- Cultural exposure through school wide presentations
- Established connection with Elder in community

Areas for Growth:
- Advancing foundational ways of knowing into the curriculum
- Leveraging the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit
- Regular visits with Elder and knowledge keeper to make connections and improve foundational knowledge of all stakeholders

Next Steps:
- Explore and discover the Curriculum Corner/Staff Learning Link: Truth and Reconciliation for Learner Success Toolkit
- Increase use of IMC resources of Indigenous Learning
- Access National Indigenous Brotherhood Trust Grant to enhance school programming
- Encourage staff to build their foundational knowledge though encouragement of participation in PD activities (i.e. divisional book study, sessions offered the the leaning consortium, teachers convention)
- Encouraging and giving time for staff sharing of PD, resources and books amongst staff as a regular part of our staff meetings and PD days

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: Work with the school division's excellence commitments to clarify the essential understandings, high yield strategies, and resources available for teacher use to support growth and achievement. a. Apply the Foundations of Literacy b. Vertically align literacy and numeracy check points. c. Referral to and use of high yield strategies.	Good
Strategy 2: Development of Literacy and Numeracy Interventions to address post pandemic educational gaps.	Good

Areas of Strength:

- Our 'pre-reading' scores in the RRST are relatively high.
- Strong understanding of statistics and probability strands present in student from grade 2-5
- Rhyming, syllable detection and blending sounds remain high in RRST

Areas for Growth:
- Listening, vocabulary and comprehension as reflected in the GRADE assessment are low
- RRST shows our students need more practice with oral cloze and concepts of print skills
- Students appear to have more challenges with math questions that require multiple step problem solving.
- Increase strategies to support the success of our French immersion students

Next Steps:
- Although our data indicates literacy and numeracy performance is improving, post pandemic education gaps continue to need to be addressed. We will lean on best practices in literacy and numeracy, as well as align numeracy and literacy checkpoints from Kindergarten to grade 5.
- Work as a collaborative team to build universal strategies to help French immersion student achieve reading success though implementation of FILAL curriculum and related Professional Development
- Use of common literacy framework UFLI as a universal approach to literacy instruction

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	• Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative 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. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	• 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 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)
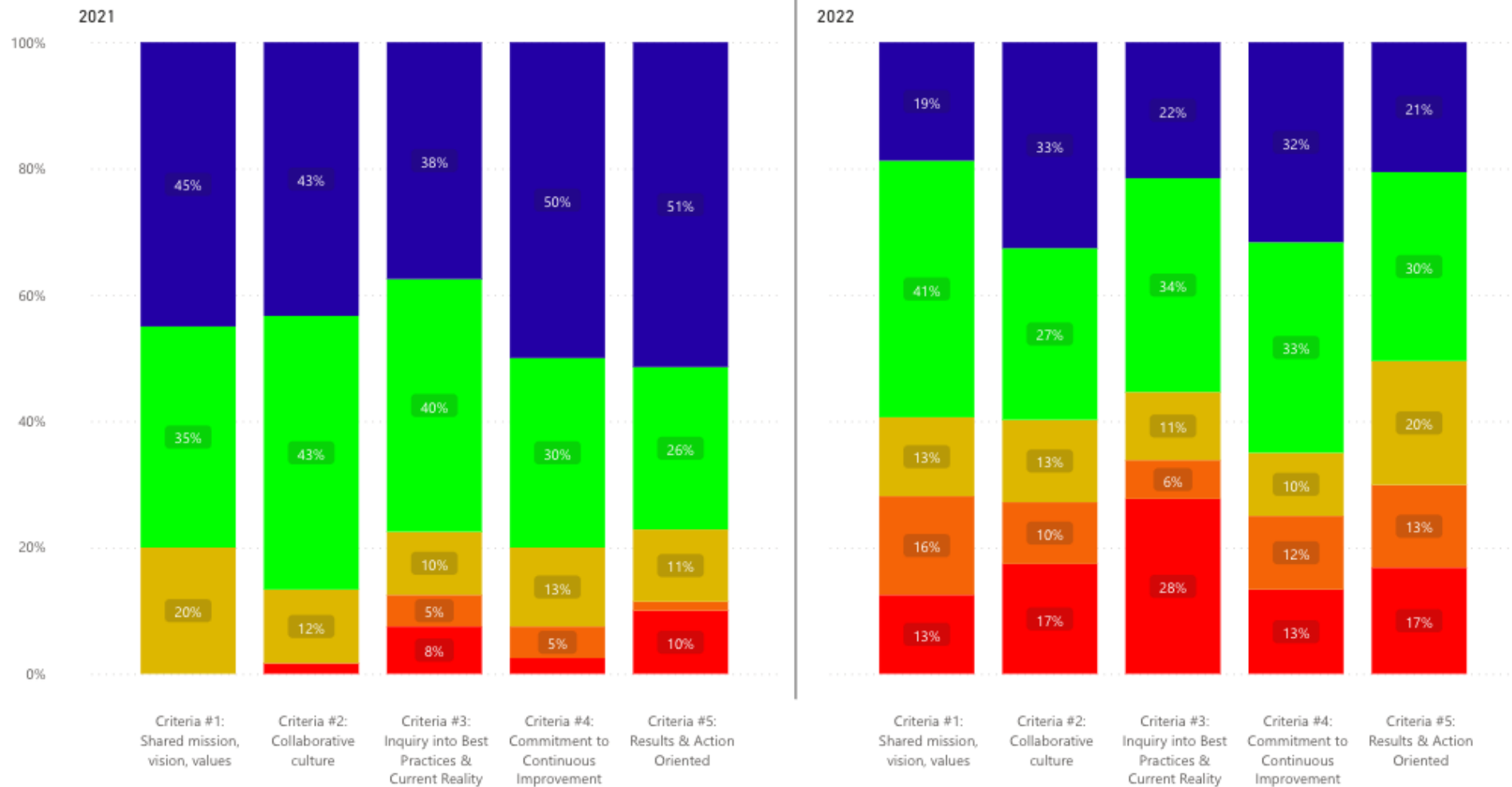
Evidence and Key Insights
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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
2021-2022	80%	86%	78%	80%	77%	87.5%
2021-2022	60%	60%	56%	65%	51%	92.9%
2022-2023	100%	100%	82%	88%	93%	64.9%
Evaluation	Excellent	Excellent	Good	Excellent	Excellent	Acceptable

Professional Learning Survey by Response

Answer ● 1. Not yet ● 2. Talking about this ● 3. Started to do this ● 4. Consistently doing this ● 5. Deeply embedded

2021

Criteria	1. Not yet	2. Talking about this	3. Started to do this	4. Consistently doing this	5. Deeply embedded
Criteria #1: Shared mission, vision, values			20%	35%	45%
Criteria #2: Collaborative culture			12%	43%	43%
Criteria #3: Inquiry into Best Practices & Current Reality	8%	5%	10%	40%	38%
Criteria #4: Commitment to Continuous Improvement		5%	13%	30%	50%
Criteria #5: Results & Action Oriented	10%		11%	26%	51%

2022

Criteria	1. Not yet	2. Talking about this	3. Started to do this	4. Consistently doing this	5. Deeply embedded
Criteria #1: Shared mission, vision, values	13%	16%	13%	41%	19%
Criteria #2: Collaborative culture	17%	10%	13%	27%	33%
Criteria #3: Inquiry into Best Practices & Current Reality	28%	6%	11%	34%	22%
Criteria #4: Commitment to Continuous Improvement	13%	12%	10%	33%	32%
Criteria #5: Results & Action Oriented	17%	13%	20%	30%	21%

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*

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Strategy 1: Promote, support and facilitate professional learning in advancing student growth and achievement through: a. School Based Professional Development b. Divisionally Based Professional Development c. PLT d. Shared Leadership Team (LEAD TEACHERS) e. Staff meetings f. Just in time learning sessions for priority areas g. Teacher Quality Standards/Leadership Quality Standards	**Excellent**
Strategy 2: Promote and unpack the FSD staff learning link (now called the Curriculum Corner) with school staff	**Excellent**

Areas of Strength:
- Relative belief from teachers' that we try to continuously improve.
- Strong shared vision, mission and values amongst all school staff
- Teachers feel supported by their teammates
- Use of local professional learning days to enhance school and jurisdiction areas for improvement

Areas for Growth:
- Continue to build on the work that is currently being done to sustain our positive learning culture.
- Support and incorporate new people into our building into the culture of the building and the commitments we make to students, parents, and colleagues.
- Creating more opportunities and taking risks to put best practice into action

Next Steps:
- Continue to foster a systems perspective and alignment between local and divisional professional development initiatives
- Increasing teacher agency
- Local "Just in Time" meetings embedded weekly to allow teachers to experiment and implement new practice with coaching/support