

Turner Valley 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](#)

[School Website](#)

Turner Valley School Land Acknowledgement

In the spirit of TRUTH and RECONCILIATION, we ACKNOWLEDGE and HONOUR the original Indigenous people of this land, including the Blackfoot (Siksika, Piikani, Kainai), the Tsuut'ina (Sarcee), the Stoney Nakoda First Nations, the Metis Nation (Region 3) and all the people who make their homes in the Treaty 7 region of Southern Alberta. We commit to REMEMBERING and RESPECTING our shared ORAL and WRITTEN histories.

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](#)

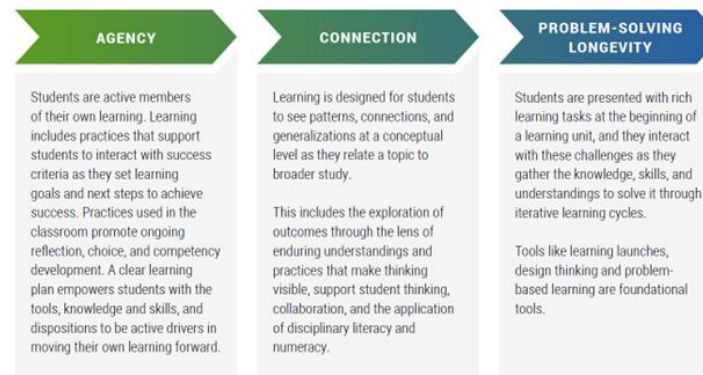
Providing Assurance

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



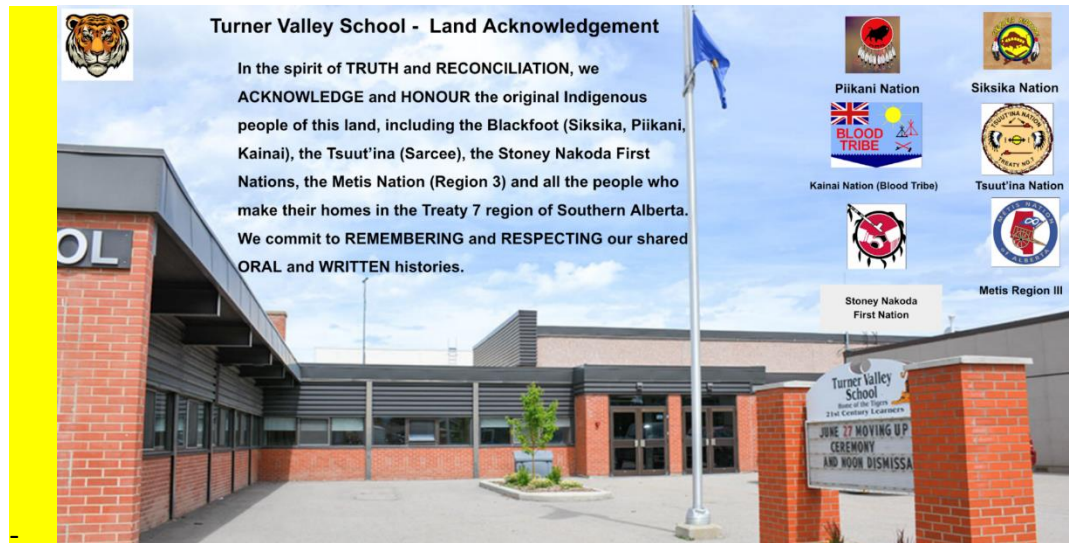
Our Goals and Strategies

<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 style="text-align: center;">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 style="text-align: center;">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

Turner Valley School (TVS), which was established at this site in 1927, is situated in the Foothills of the Rocky Mountains along the Cowboy Trail. Our caring staff of 11 teachers and 7 support staff are proud to work with 187 students in kindergarten through to Grade 6. We are a feeder school for Oilfields School and part of the greater, newly created town, of Diamond Valley.

TVS embraces the philosophy that we are a place for all students. With this philosophy, we see ALL students as our students. We endeavour to nurture the social and emotional needs of all children while igniting curiosity and interest in engaging activities that advance learning for transfer. We see the opportunity to positively impact the life of a child as a privilege. We have an incredibly strong and supportive School Council who work tirelessly alongside us to ensure that the school is part of the community, and that the community is part of the school.



School Highlights and Celebrations

For the first time in a while, school life began to resume somewhat a sense of normalcy. With a full house, we were able to return to our beloved traditions such as the annual pancake breakfast, gingerbread house making. 2022-2023 school year



Sports resumed on a grander scale including flag football, triple ball, basketball, track and field, and sports day



We are proud to have started a new activity with the intent of it being an annual affair. Staff and students collected food for the food bank in the month of November. The Food Bank is located directly across from our school and so we engaged in "Helping Hands". The whole student body, staff, parents and community members (RCMP, Peace Officer), Director of Learning Services and our School Board Trustee, made a human chain from the entrance of our school to the entrance of the Food Bank. Food items were passed one by one to each child. Regardless of whether a child brought an item for the food bank, they were part of helping their community by being part of our line and passing food onto those in need.



Within our classrooms, teachers worked hard to understand and facilitate a new Math and English Language curriculum. Professional Learning with their grade level teams and Divisional learning sessions provide opportunities to collaborate with each other and teachers in the Division to create optimal learning for our students.

Staff reviewed and analysed social and emotional needs of our students through results of the SOS-Q data. Collaboratively we planned a school wide program to address these needs that will be implemented in Year 3 of our Education plan.

We were so excited to have been invited to the Powwow in Eden Valley. In June, our Grade 4-6 students hopped on a bus and traveled to Eden Valley where there were able to watch and participate in authentic traditional dancing. It was a highlight for us!



We successfully developed “Thought Boxes” through Classroom Practice Innovative Projects (CPIP) grants. Thought Boxes are a collection of items intentionally put together to support and encourage imagination and creativity through curricular outcomes. We had so much fun while we challenged our critical thinking skills. We also had “Outdoor Large Loose Parts” bins for students to use their imagination and creativity!



Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 5311 Turner Valley Elementary Junior High School

Assurance Domain	Measure	Turner Valley Elem Jr High 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	68.8	87.2	87.2	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	75.8	93.8	88.9	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	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	77.5	90.0	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	10.0	30.0	n/a	16.0	17.7	n/a	Very Low	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	83.9	96.9	95.8	88.1	89.0	89.7	Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.2	96.7	96.7	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	72.7	92.6	92.6	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	53.7	78.2	84.0	79.1	78.8	80.3	Very Low	Declined Significantly	Concern

Aggregate Summary

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

72
Results in Set

89% Program of Studies	85% Work Preparation	93% Citizenship	60% School Improvement	87% Welcoming, Caring, Respectful...
97% Quality of Education	82% Life Long Learning	97% Student Learning Engagement	80% Parental Involvement	76% Access to Supports

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](#)





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 in the 2022-2023 school</i>
Student Engagement:	Student Matters Committee, Grade 6 Leadership team, participation in activities that support school culture and theme.	High
Staff Engagement:	Professional Development Survey, Embedded PLT time, IPGP Conversations, Shared Leadership team, Lead teams, participation in activities that support school culture and theme.	High
Parent Engagement:	Highly involved school council, newsletters, FSD presentations and engagement opportunities through parent council, participation in activities that support school culture and theme.	Intermediate

Community Engagement:	Parent/community volunteers to support learning, participation in activities that support school culture and theme.	Intermediate
Communications:	Website upgrade, weekly newsletters, social media presence (Twitter, Instagram).	High

Areas of Strength:

- Small school open door policy
- Grade 6 Leadership
- Grade 6 Ambassadors
- Strong, passionate School Council
- Staff who are confident, passionate and effective in their delivery of learning and supporting the social and emotional needs of students

Areas for Growth:

- Revisit our continuum of supports; review who is available to support our students (YDC, behavioural supports, FSL)
- Supporting the emotional and social needs of our students
- Provide more opportunities for our parents and community members to become involved in student learning

Next Steps:

- Implement a school wide social/emotional program that is intentional on teaching skills that will lead to positive peer relationships, confidence and increased resiliency
- Continue to identify common areas of need for students and provide intentional professional learning for staff to support these students

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 	<ul style="list-style-type: none"> • 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

	<p>in the creation and ongoing implementation of a shared vision for student success.</p> <ul style="list-style-type: none"> • 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>Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</p> <ul style="list-style-type: none"> • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
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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	94.8 %	89.8%	88.1%
2020-2021	94.6 %	66.9 %	77.3%
2021-2022	96.9 %	78.2 %	63%
2022-2023	83.9%	53.7%	75.7%
Evaluation	Low/Declined	Very Low/Declined	Intermediate/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
2021-2022	89%	85%	97%	84%	85%	74%
2022-2023	97%	93%	97%	87%	76%	80%
Evaluation	Very High	Very High	Very High	High	Low	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: We have developed a Shared Leadership team that has a meaningful voice in the direction of the school (e.g.- ongoing staff professional development). This group also looks at school data to prioritize assurance measures at Turner Valley School.	High

Strategy 2: We will engage FSD lead team members and directors to present at School Council meetings to inform parents of their portfolios.	Low
Strategy 3: We will listen carefully to our students' voices via the Student Matters committee in order to improve learning outcomes for students.	High
Strategy 4: We will ask staff Lead teams to present during School PD days to support collaboration and collegiality that aligns itself with Divisional goals.	Low

Areas of Strength:

- An environment where students feel engaged in their learning
- Student citizenship
- Staff who use their Professional Learning Community time to collaboratively develop and implement teaching strategies and common assessment practices to engage students in their learning

Areas for Growth:

- Continue to create opportunities that supports an environment where all students, staff and parents feel safe, cared for and welcomed
- Continue to communicate with stakeholders regarding the processes in place to ensure the quality of education their child receives at Turner Valley school is top-notch

Next Steps:

- Revisit the continuum of supports with staff to ensure they are familiar with supports that our students have access to
- Communicate to parents the continuum of supports offered by the school and Division that with support their child
- Collaborate with students, parents and staff to develop a Progressive Discipline policy

Support

Our Story of Support

[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

Desired Result

Outcomes

Measurable statements of what FSD seeks to achieve

- Learners are active, healthy, and well.

Indicators

Indicators of achieving outcomes

- Improved wellness and well-being in students and staff.

<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"> • 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	89.6%	N/A
2020-2021	94.7%	83.7%
2021-2022	97.1%	92.6%
2022-2023	94.7%	72.7%
Evaluation	High/Declined	N/A* Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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	66%	65%	46%	65%	65%
2020-2021	60%	68%	43%	68%	67%
2021-2022	81%	78%	62%	78%	76%
2022-2023	95%	78%	77%	85%	93%
Evaluation	Very High	Intermediate	Intermediate	High	Very 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: We will advance our use of our unique physical spaces (e.g.- calming room, movement room) to ensure that student social-emotional needs are addressed.	Intermediate
Strategy 2: We will continue to build staff capacity to ensure they are able to support student social and emotional needs (e.g.- professional development in this area, use of Minds Matter team to offer training and resources).	High
Strategy 3: We will target staff wellness and well-being through PD initiatives and focused conversations using Thought Books for the 2021-22 school year.	Low
Strategy 4: We will have a continuation of the PATHS Program through the Minds Matter team to address the Social Emotional Learning outcomes (SEL).	Low

<p align="center">Strategies: Advance Continuum of Supports</p> <p align="center"><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</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: We will leverage our support staff (FSLC, YDC, Wellness Coach) to ensure that we proactively support targeted students with social-emotional learning needs.</p>	<p align="center">High</p>
<p>Strategy 2: We will improve our collaborative structures to ensure effective communication exists which will better support student needs. This includes ensuring a common language that is visible for all stakeholders including the focus on Citizenship qualities.</p>	<p align="center">Intermediate</p>
<p>Strategy 3: Staff will build a visible continuum of supports that identifies universal, targeted and individualized support opportunities for students. This will be posted in all classrooms and shared with all stakeholders.</p>	<p align="center">Low</p>

Areas of Strength:

- The Student Matters committee listens to the voice of students and report to staff about the needs of students
- Kelso’s Choice provide a common language and structure to support students in ways to handle conflict
- The Grade 6 Leadership team as well as the Ambassadors hep to promote peer relations in a safe and caring environment

Areas for Growth:

- Continue to be intentional with teaching students on what resources can help to increase their external resilience
- Continue to use language that supports students’ ability to recognize their own strengths to increase their self-confidence
- Continue to provide mentorship opportunities so students will internalize their own self worth

Next Steps:

- Implement social and emotional learning that supports students’ self-awareness, self-management, social awareness, problem-solving and peer relationships
- Revisit the continuum of supports offered by the school and Division with staff to ensure awareness on how to help students in each tier of need
- Collaborate with students, parents and staff to develop a Progressive Discipline policy

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



Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<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>	<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. • 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 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.
<p style="text-align: center;">Goal 2 <i>Desired Result</i> 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 style="text-align: center;">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 	<p style="text-align: center;">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.

- on their progress, identify strengths, areas of need, and set new learning goals.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

Measures 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 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	95.4%	89.3 %	84%	94.8%	65.5%	N/A
2020-21	82.6%	88.7%	92.9%	94.6%	77.3%	88.9%

2021-22	88%	85%	85%	97%	73%	89%
2022-23	69.6%	52.4%	75.8%	83.9%	58.6%	68.8%
Evaluation	Low/Declined	Very Low/Declined Significantly	Intermediate/ Declined Significantly	Low/ Declined Significantly	Very Low /Maintained	N/A/ Declined Significantly

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-20	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A
2022-23	N/A	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A	N/A

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	99%	98%	98%	99%	79% / 85%	100% / 91%	85%
2021-2022	100%	96%	99%	99%	77% / 73%	73%	79%
2022-2023	97%	91%	93%	96%	68.5%	72.5%	75%
Evaluation	Very High	Very High	Very High	Very High	Intermediate	Intermediate	Intermediate

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: Professional Development collaboration by our Lead team who focus on the Innovation and Design Framework.	Intermediate
Strategy 2: Cross grade sharing around CTF (grades 5-6) and Maker centered learning (K-6).	Intermediate
Strategy 3: Use of the ePortfolio tool, MyBlueprint, with every student K-6 at Turner Valley School.	Low
Strategy 4: Weekly challenges and tasks for students directed by our Specialist and Learning Commons Facilitator that connect with our school theme.	Low
Strategy 5: Collaboration with teachers and our specialist, to provide students challenges to experience relevant and meaningful hands-on learning opportunities.	Intermediate
Strategy 6: Embedded PLC time every week so that staff can design learning challenges and launches for students.	Very High

Areas of Strength:

- Authentic learning tasks are provided for students using hands on approaches through Thought Boxes.
- Our Grade 5 and six teachers are using My Blueprint on a regular basis

Areas for Growth:

- Utilizing My Blueprint to engage students, provide evidence of their learning and to provide opportunities for deep thinking through self-reflection
-

Next Steps:

- Continue to create opportunities for students to use their imagination to make sense of their learning.
- As teachers continue to unpack new curriculum, Professional Learning Committees will commit to sharing their ideas with each other as well as actively engage in professional learning provided by the FSD

<p align="center">Strategies: Advance Learning for Transfer</p> <p align="center"><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</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Teachers design lessons and assessments that ensure attention to the 3 Principles:</p> <ul style="list-style-type: none"> • Students form conceptual understanding. • Students are agents of their own learning. • Students learn to live with complex problems over time. 	<p align="center">Low</p>
<p>Strategy 2: Teachers design lessons and assessments that awaken areas of interest and passion from students; by doing so, students will learn how to self-monitor, and make meaningful connections that allows for a deeper understanding and learning for transfer.</p>	<p align="center">Intermediate</p>

Areas of Strength:

- In weekly PLCs , teachers collaboratively design learning that allow for deeper understanding and learning that transfers

Areas for Growth:

- Increase the knowledge and understanding around the three principles of learning for teachers
- Invite curriculum specialists from the division to work with our teachers to advance these three principles through examples and lesson planning

Next Steps:

- Meet with staff to develop a plan on how to promote the 3 Principles of learning

<p align="center">Goal 3</p> <p align="center"><i>Desired Result</i></p>	<p align="center">Outcomes</p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators</p> <p align="center"><i>Indicators of achieving outcomes</i></p>
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and</p>	<ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. 	

<p>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"> • 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. 	<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. • 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 <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 <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.

Measures and Targets

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

Provincial

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local

- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives in regard to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **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*

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
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	81.6%	10.5%	86.8%	26.3	N/A	N/A

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	N/A	N/A	N/A
2020-2021	54%	59%	63%
2021-2022	49%	82%	83%
2022-2023	53%	82%	76%
Evaluation	Low	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	68%	78%	76%	79%
2021-2022	65%	75%	85%	80%
2022-2023	73%	75%	78%	86%
Evaluation	High	High	High	High

Insert 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
2021-2022 Baseline	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
2022-2023	71%	100%	69%	75%	66%	75%	81%	100%	80%	75%	65%	50%	77%	75%	78%	100%	88%	100%	
Evaluation	H	VH	H	H	H	H	VH	VH	VH	H	H	Int.	H	H	H	VH	VH	VH	

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: Teachers will design learning launches to increase understanding of Indigenous cultures for all students, staff, and community.	Low
Strategy 2: Through the work of our Lead team specialists and staff, we will collaborate as a community to understand Truth and Reconciliation through the lens of empathy.	Intermediate
Strategy 3: Our school theme will ensure that students develop an understanding of and respect for the histories, contributions and perspectives of Indigenous peoples in Alberta and Canada.	Low

Areas of Strength:

- Indigenous Learning Committee provided opportunities for students to lead learning
-

Areas for Growth:

- Development a plan to ensure all students receive authentic and genuine learning
- Review and instruct curriculum through the lens of First Nation, Métis and Inuit perspectives

Next Steps:

- Participate in learning led by FSD curriculum team that supports ways to embed First Nation, Métis and Inuit culture in all curriculum
- Provide opportunities during Professional Development days for teacher to share practices for embedding the histories, contributions and perspectives of First Nation, Métis and Inuit

Strategies: Advance Literacy and Numeracy	Evaluation
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<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<i>Impact of strategies implemented</i>
Strategy 1: Collaborative structures within PLC's (same grade and cross-grade) to plan universal and classroom-based assessments around literacy and numeracy.	Very High
Strategy 2: Design learner centered assessments that align with curricular outcomes and levels of student understanding.	High
Strategy 3: TRIP (Targeted Reading Intervention Program) to meet the needs of all learners.	Very High
Strategy 4: MaRTI (Math Response to Intervention) to meet the needs of all learners.	Very High

Areas of Strength:

- Staff are committed to professional development with a focus on Literacy and Numeracy focus
- TVS has a strong commitment to literacy and numeracy interventions

Areas for Growth:

- Include the Continuum of Supports in individual plans as students' needs change
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Next Steps:

- Continue to make the time for staff to discuss students who need intervention(s), their growth and/or brainstorm best practices to move the student forward
- Continually provide collaboration time for teachers at each grade level to plan interventions together

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</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. 	<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.

- 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 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	Interrupted by Covid	Interrupted by Covid	Interrupted by Covid	Interrupted by Covid	Interrupted by Covid	83.3%
2020-2021	35%	47%	35%	40%	46%	58.3%
2021-2022	83%	86%	77%	78%	83%	55.6%

2022-2023	90%	94%	82%	78%	81%	68.8%
Evaluation	Very High	Very High	High	Intermediate	High	Intermediate

Strategies: Advance excellence in teaching, learning, and leading <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: On-going and intentional reflection of data to highlight areas for growth but also areas for celebration.	Intermediate
Strategy 2: Ensuring a culture of high expectations combined with relentless support.	Very High
Strategy 3: Prioritizing areas in our AERR data in order to maintain excellence in teaching and learning as well as ensuring a community that is welcoming, caring, respectful, safe and inclusive: <ul style="list-style-type: none"> • Citizenship • Safe and Caring 	High

Areas of Strength:

- We have a small staff, and we work very closely together promoting similar expectations of ourselves and our students
- Our small school provides opportunities for students to build and maintain relationships with adults in the building that carry from year to year

Areas for Growth:

- Search for opportunities where decisions made are based on data from the AERR

Next Steps:

- Build review of the Education Plan into our staff meetings and professional development days
- Make the Education Plan accessible to staff to create an environment of constant reflection and provide opportunities to recognize cause for celebration