Year 3 - Turner Valley School Annual Education Results Report 2023-24

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

School Education Plan 2021-2024 Year 3

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 Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Metis Government of Alberta, 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.

Policy 1
Policy 14

Providing Accountability and Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. **Foothills School Division's Education Plan** and **Annual Education Results Report** (AERR) are evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

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

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

Our Mission
Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are…Explore them… Develop them…Celebrate them!

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

Our Priorities
Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.

Engagement	Support	Success
Local and Societal Context	**Learning Supports**	**Student Growth and Achievement**
Goal: Advance Stakeholder Engagement and Communications **Assurance Measure:** FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	**Goals:** Advance Wellness and Well-being Advance Continuum of Supports **Assurance Measure:** FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.	**Goals:** Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success **Assurance Measure:** FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		**Teaching and Leading**
Goal: Advance Continuous Improvement and Assurance **Assurance Measure:** FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.		**Goal:** Advance Excellence in teaching, learning and leading **Assurance Measure:** FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.

About Our School

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 20 are proud to work with 217 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

This year, as we move out of the 3-year Covid 19 pandemic, we focused on reconnection and facilitating student leadership. Through Student Ambassadors, Student Matters, Grade 6 Leadership and School Patrols, we will continue to rebuild our cross-grade connections. Through the work on Student Matters, our grade 6 team created the Student Ambassadors program, in which our grade 6 students ran intramurals, helped on the playground, and supported younger students on a daily basis. Every Tuesday afternoon, our grade 6 students participated in Leadership, during which time they contributed to the school culture through a variety of activities such as recycling, updating bulletin boards and working with younger students with reading and math. The connections seen in and around the school are much deeper as a result.

Using CPIP grant money, we assembled a set of 35 Thought Boxes - compartment boxes designed to hold various small objects that could be used to facilitate and deepen learning in non-standard ways for all students. The running mantra of this project was "thinking outside the box, with the box." Some of the items in these boxes included, but were not limited to, sticks, beads, gems, wool, moss, buttons, and feathers. The items were specifically chosen for their flexibility in being applied to various learning outcomes, learning situations, and for their ability to act as manipulatives.

TRIP (Targeted Reading Intervention Program) and Math Response to Intervention (MaRTI) continue to be strong and integral ways for all students to receive the support and/or enrichment they need in the areas of literacy and numeracy. We see a direct correlation between the interventions and student achievement, and staff feel more empowered to meet the needs of their students in these two areas in particular.

See Instagram for pictures: Turner Valley School (@turnervalleyschool) • Instagram photos and videos

Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	**89%**	
Citizenship	**92%**	
Education Quality	**85%**	
Lifelong Learning	**85%**	
Parental Involvement	**84%**	
Program Access	**91%**	
Program of Studies	**81%**	
Program of Studies/At risk students	**81%**	
Safe and Caring Schools	**85%**	
School Improvement	**84%**	
Student Learning Engagement	**96%**	
Welcoming Caring Responsive Student Learning Environment	**93%**	
Work Preparation	**86%**	

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	81.1	n/a
Citizenship	79.6	High
Education Quality	90	Very High
Lifelong Learning	64.3	Low
Parental Involvement	83.3	Very High
Program Access	78.8	Intermediate
Program of Studies	86	Very High
Program of Studies/At risk students	81.8	Low
Safe and Caring Schools	86.7	High
School Improvement	78.1	High

Student Learning Engagement	77	n/a
Welcoming Caring Responsive Student Learning Environment	84.5	n/a
Work Preparation	74.4	Intermediate

Measure Evaluation

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

Very Low   Low   Intermediate   High   Very High

Engagement

At Turner Valley School, a highly engaged parent council offers tremendous support for our staff and students. This group informs decision making at the school level and offer welcomed input into the direction of the school.

Turner Valley School Website
Community Engagement
Engagement Opportunities
Advocacy

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

Stakeholder Engagement Results Analysis

Goal	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.	Purposeful and appropriate stakeholder engagement and communication strategies ensure: • governance aligns with and is responsive to the needs and expectations of the learning community • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system • communication provides assurance	• measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

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

Measures and Targets

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

Provincial

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

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights		
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate) *Impact and effectiveness of strategies implemented in achieving goal*		
Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*		**Evaluation** *Impact of strategies implemented*
Student Engagement:	**Strategy 1:** Student Matters Committee, Grade 6 Leadership team, participation in activities that support school culture and theme.	**High**
Staff Engagement:	Be responsive to IPGP (Individual Professional Growth Plans) conversations and results of the Professional Development Survey, continue with embedded weekly PLTs (Professional Learning Time), advance shared leadership teams, Lead teachers, and participation in activities that support school culture and theme.	**High**
Parent Engagement:	Continue collaboration with a highly involved school council, provide communication (ie: newsletters, FSD presentations) and utilize engagement opportunities through parent council, participation in activities that support school culture.	**Intermediate**

Community Engagement:	Engage parent/community volunteers to support learning, participation in activities that support school culture. Review Surveys to seek feedback to implement changes to support in areas that are reported in AERR	**Intermediate**
Communications:	Communicate celebrations and events through the TVS school website upgrade, weekly newsletters to parents, and maintain social media presence.	**High**

Areas of Strength:
- Students and staff meaningfully participate in Students Matters Committee. Admin meets weekly with the committee
- Grade 6 Leadership meets every Thursday to supports their school and broader community.
- High levels of staff engagement in shared leadership teams and activities that build school culture and community
- Staff who are confident, passionate and effective in their delivery of learning and supporting the social and emotional needs of students
- We have a very high functioning, responsive, tight knit staff team
- Strong, passionate School Council that is supportive of the school and values and appreciates the staff team and looks for opportunities to demonstrate this.

Areas for Growth:
- 64 % indicate in the Alberta Education Assurance Measure that they feel their child is being taught the skills of a lifelong learner
- Provide more opportunities for our parents and community members to become involved in student learning

Next Steps:
- School council in collaboration with the school are continuously looking for ways to communicate and to connect school initiatives with the greater community.
- Leveraging the support and engagement of the school council in promoting the high quality education at Turner Valley School

Continuous Improvement Results Analysis		
Goal Desired Result Advance evidence-based continuous improvement and assurance	**Outcomes** *Measurable statements of what FSD seeks to achieve* Assurance has been achieved through: - building relationships	**Indicators** *Indicators of achieving outcomes* - Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success

Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	• engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility	• curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement
Measures and Targets *Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*		

<div align="center">**Provincial**</div>

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

<div align="center">**Local**</div>

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

<div align="center">**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</div>

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
2021-2022	96.9 %	78.2 %	63%
2022-2023	83.9%	53.7%	75.7%
2023-2024	90%	83.3%	78.1

Evaluation	**Very High**	**Very High**	**High**

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	89%	85%	97%	84%	85%	74%
2022-2023	97%	93%	97%	87%	76%	80%
2023-2024	96%	92%	85%	94%	89%	84%
Evaluation	**Very High**	**Very High**	**High**	**Very High**	**Very High**	**High**

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: We have developed a Shared Leadership team that has a meaningful voice in the direction of the school (e.g.- on-going staff professional development). This group also looks at school data to prioritize assurance measures at Turner Valley School.	**High**
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	**Low**
Strategy 3: Advance school-based community engagement to ensure Turner Valley School is capturing and responding to the voice of all our stakeholders.	**High**

Areas of Strength:

- Parents feel that their children are in a safe, welcome and caring learning environment.
- High expectations from staff are creating students who are aware and understand the value of citizenship.
- Staff use their embedded Professional Learning Community time to collaboratively develop and implement teaching strategies and common assessment practices to engage students in their learning

Areas for Growth:
- Intentionally and purposefully analyze the data to collaboratively plan for improving student growth and achievement.
- Continue to communicate with stakeholders regarding the processes in place to ensure the quality of education their child receives at Turner Valley school is of high quality

Next Steps:
- Build systems and structures into our staff meetings, PD days and collaborative meeting times to engage with student data for the purpose of next steps
- Communicate through our newsletter, celebrations of data points on an informal, but very consistent basis
- Refine and enhance our understanding of the FSD System of Reporting to more effectively communicate student learning to parents

Support

At Turner Valley School, we have taken positive steps to ensure that our school is place for all. This has included significant changes to our physical spaces in the building as well as a focus on building staff capacity to address our students' social-emotional needs. We have created a Calming Room for students and re-purposed other spaces to ensure that effective break-out spaces are in place for students to receive support. In addition, we have implemented the PATHS curriculum to more effectively teach the health curriculum and better support our struggling learners. Moving forward, our journey will continue to build staff capacity around trauma-informed practice and effectively utilizing our support staff to improve student wellness outcomes.

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

Learning Supports Results Analysis

Goals *Desired Result*	Outcomes	Indicators *Indicators of achieving outcomes*

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

	• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • students will build resilience and positive mental health skills • students will know the difference between and how to manage health stress and traumatic stress	• improved understanding of an inclusive education system is shared by all education partners • collaboration with education partners to support learning • cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness • structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities • programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Provincial

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

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2021-2022	97.1%	92.6%
2022-2023	94.7%	72.7%
2023-2024	86.7	81.1%
Evaluation	High	High

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

above national norm					
Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	60%	68%	43%	68%	67%
2021-2022	81%	78%	62%	78%	76%
2022-2023	95%	78%	77%	85%	93%
2023-2024	93%	74%	67%	85%	93%
Evaluation	Very High	Intermediate	Low	High	Very High

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Advance our commitment to creating "A Place for All" through implementation of explicit teaching, celebration of Social Emotional Learning and character traits	**High**
Strategy 2: Continue to build staff capacity to ensure they are able to support student social and emotional needs	**High**
Strategy 3: Develop student led monthly assemblies to bring awareness to positive character traits.	**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 identify learning gaps and activate and develop supports and interventions to help students get back on track with their learning.	**High**
Strategy 2: Continue to foster a positive learning culture and a continuum of supports that supports the social and emotional, physical, and academic growth of all students, in a safe, caring, and welcoming learning environment.	**Intermediate**
Strategy 3: Continue to strengthen community partnerships and collaborations to support our students and staff.	**High**

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
- Staff are consistent with high expectations for student behavior, respect and treatment of others

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
- Ensuring that students understand what external resilience means within their context and the resources that they have available to them
- Continue to enhance and refine our continuum of supports so that it is effective in promoting social emotional, and academic growth among students.
- Continue to use language that supports students' ability to recognize their own strengths to increase their self-confidence

Next Steps:
- Continue to implement and refine 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

Success

Our staff at Turner Valley School will engage in work that involves Literacy, Numeracy, Foundational First Nations, Metis and Inuit Knowledge, Student Wellness, Innovation & Design and Kindergarten. Our focus is to improve our professional practice in design, instruction and assessment through professional learning and reflective practice. The story of our intended success this year will be to support the wellness of all stakeholders along with increasing our collective knowledge and implementation of learning for transfer, conceptual understandings. students as agents in their learning and students learning to live with complex problems over time.

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

Student Growth and Achievement Results Analysis		
Goal 1 *Desired Result*	**Outcomes**	**Indicators**

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.	*Measurable statements of what we seek to achieve* • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	*Indicators of achieving outcomes* • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
Goal 2 *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	**Outcomes** *Measurable statements of what we seek to achieve* • learners will be able to explore and develop their skills and passions and achieve their highest potential • students will be well prepared for their future while remaining current and relevant in the local and global contexts	**Indicators** *Indicators of achieving outcomes* • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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

Provincial

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

Local

- **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	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%
2023-2024	86%	74.4%	76.9%	90%	64.3%	77%
Evaluation	Very High/Maintained	Intermediate/Maintained	High/Maintained	Very High/Maintained	Low /Maintained	High/Maintained

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
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
2023-2024	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**
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%
2023-2024	93%	67%	81%	86%	61.5%	81%	77%
Evaluation	**Very High**	**Low**	**High**	**High**	**Low**	**Intermediate**	**Intermediate**

Strategies: Advance Innovation and Design *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Cross grade sharing around CTF (grades 5-6) and Maker centered learning (K-6).	**Intermediate**

Strategy 2: Create a student Innovation and Design team to create and lead school wide challenges.	**Intermediate**
Strategy 3: Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	**Low**

Areas of Strength:
- Authentic learning tasks are provided for students using hands on approaches
- 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
- Upon reflection and conversation with staff, it is evident that this is an area that needs intentional and purposeful direction in the school
- Intentionally imbedding makerspace into day to day practice and learning

Next Steps:
- An expectation to have innovation and design as part of the PLC collaboration as well as follow-up embedded into staff meetings and school based professional development days
- 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

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 staff understanding of how the practices within the 3 Principles of Deep and Transferable Learning FSD Teacher Guide to Success provide meaningful, intellectually engaging, learning experiences for each learner.	**Low**
Strategy 2: Advance student success using foundational assessing, grading, evaluating, and reporting principles and practices.	**Intermediate**
Strategy 3: Teachers design lessons and assessments that ensure attention to the 3 Principles: ● Students form conceptual understanding. ● Students are agents of their own learning. ● Students learn to live with complex problems over time.	**Intermediate**

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

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Areas for Growth:
- Increase the knowledge and understanding around the 3 Principles of Deep and Transferable Learning for teachers
- Invite Curriculum Specialists from the division to work with our teachers to advance the 3 Principles through examples and lesson planning

Next Steps:
- Meet with staff to develop a plan on how to promote the 3 Principles of Deep and Transferable Learning (Jan/Feb)
- Targeted professional learning on how to design with the 3 Principles of Deep and Transferable Learning (March/April)

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

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

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

Provincial

- **Learning Outcomes (PAT):**
  - 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 6 & 9 Provincial Achievement tests**.**
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.

- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
Advance Literacy and Numeracy & 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	
Achievement	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
2023-2024	N/A	N/A	N/A	N/A	79%	12%	82%	23%	N/A	N/A

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	54%	59%	63%
2021-2022	49%	82%	83%
2022-2023	53%	82%	76%

2023-2024	65%	73%	58%
Evaluation	**Intermediate**	**High**	**Low**

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**
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2020-2021	68%	78%	76%	79%
2021-2022	65%	75%	85%	80%
2022-2023	73%	75%	78%	86%
2023-2024	N/A	N/A	N/A	N/A
Evaluation	**High**	**High**	**High**	**High**

% 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
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022	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%

2023-2024	71%	70%	68%	70%	64%	80%	79%	90%	79%	80%	79%	70%	72%	70%	76%	90%	83%	90%
Evaluation	H	Int.	H	Int.	Int.	H	VH	VH	VH	H	H	Int.	H	Int.	H	VH	H	H

Strategies: Advance First Nations, Métis, and Inuit student success *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of, foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success.	**Low**
Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.	**Intermediate**
Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	**Low**

Areas of Strength:
- Indigenous Learning Committee provided opportunities for students to lead learning
- Historically this has been a priority and an area of strength, we are acknowledging that we need to refocus on this area

Areas for Growth:
- Intentional commitment to advancing and embedding learning that is authentic to First Nations, Metis and Indigenous learners
- 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:
- Redevelop Indigenous Learning Committee to support First Nations, Metis and Inuit learning at Turner Valley School
- 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
- Engage our curriculum leaders on co-designing professional learning

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: Continue to provide TRIP (Targeted Reading Intervention Program) and MaRTI (Math Response to Intervention) to meet the needs of all learners.	**Very High**
Strategy 2: Advance the use and consistent application of all classroom and local assessment measures to inform teacher practice and support student growth and achievement.	**High**

Strategy 3: Leverage staff Professional Development learning of high-yield principles and practices within literacy and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement.	**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

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 *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching,	• improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning

	leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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

Provincial

- **In-service jurisdiction needs:** Increase in the percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision, and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAM)
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%
2023-2024	N/A	N/A	N/A	N/A	N/A	
Evaluation	**Very High**	**Very High**	**High**	**Intermediate**	**High**	

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	63%	88%	81%	87%
Evaluation				

Strategies: Advance excellence in teaching, learning, and leading *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Focus professional learning days that advance student success through impactful teacher collaboration and learning.	**High**
Strategy 2: Continue shared leadership teams at TVS to impact optimal student success through collaborative conversations.	**Very High**
Strategy 3: Continuous reflection of data to highlight areas for growth and areas for celebration.	**High**

Areas of Strength:
- We have a small staff, and we work very closely together promoting high 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:
- Use the AERR to inform decision making, professional development, and professional learning collaboration

Next Steps:
- Build a review and revise 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