Longview School Annual Education Results Report 2022-23

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

School Education Plan 2021-2024 (year 2)
School Website

School Land Acknowledgement

We acknowledge the land of Treaty 7 that Longview School is built on. We are grateful to live and learn in the beauty of the seasons, the rivers, the fields and the mountains. Weare grateful for the food and the water that this

land provides us. We are thankful for the fresh air that we breath, the sun that gives us light and the dark that gives us rest. We are also thankful for the animals that we share this land with, and what nature can teach us; be

respectful of our surroundings for there is much that has been here long before us and much to come long after us. We are part if a community and we must take care of the land and all that is nurtured by it. We appreciate the

generosity of the Stoney Nakoda for allowing us to live, learn and play on their land. We are thankful for our Eden Valley neighbors and for their willingness to build friendships and to share their culture with us.

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**

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

Longview School is both special and unique in that it serves about 65 children from Kindergarten to Grade 6. With a rich, 60 year history in the Foothills, this rural school supports both the local children, as well as children from the neighboring community of Eden Valley.

School Highlights and Celebrations

Our school's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle, which is integral to our accountability and assurance including:
• Developing/updating plans based on results, contextual information and provincial direction
• Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
• Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
• Implementing research and practice-informed strategies to maintain or improve performance across domains.
• Monitoring implementation and adjusting efforts, as needed.
• Measuring, analyzing and reporting results.
• Using results to identify areas for improvement and to develop strategies and targets for the next plan.
• Communicating and engaging with stakeholders about school authority plans and results.

Alberta Education Assurance Measures Report Summary

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

	respond with flexibility and understanding.	

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 *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Student Engagement: Students are engaged in our local decisions such as student matters, peer mentorship and volunteerism	High

Staff Engagement: Staff are connected and responsive to colleagues and to students and families	**Very High**
Parent Engagement: Parents are consulted in decisions and are given a variety of measures to give voice	**High**
Community Engagement: Share the Ed plan, invite parents to attend school council, advertise and celebrate Longview school in the community	**High**
Communications: Using social media, websites and local advertising, celebrate our school goals and our school accomplishments	**Very High**

Areas of Strength:
- Online communications and celebrations on social media
- Parent council is a thriving community of involved parents

Areas for Growth:
- Increase parental involvement in parent council
- Engage student in student leadership

Next Steps:
- Collaborate with our families to improve academic collaboration
- Create an opportunity for families from Eden Valley to become involved in our parent community

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Continuous Improvement Results Analysis		
Goal *Desired Result* **Advance evidence-based continuous improvement and assurance** Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. • The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. • Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.	**Indicators** *Indicators of achieving outcomes* Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.

• 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.	• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

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

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

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

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	N/A	N/A	N/A
2020-2021	97.7	N/A	95.5
2021-2022	100.0	N/A	100
2022-2023	92.6%	N/A	85.7%

Evaluation	Very High	Very Low	Very 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
2019-2021						
2021-2022	100	100	100	100	92	75
2022-2023	88	81	94	89	81	84
Evaluation	Very High	Very High	Very High	Very High	Very High	Very 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: Engage student and families to collaborate with the school to advance our school goals	Very High
Strategy 2: Maintain a needs-based school where students basic needs (food, clothing, supplies, support) are providing to all students	Very High
Strategy 3: Collaborate with school council and student leadership to bring experiences to our students (field trips, cultural activities, community involvement)	Very High

Areas of Strength:
- Improved parental involvement and satisfaction with quality of education and improved participation in FSD assurance survey
- Needs-based school where all students are supported every day

Areas for Growth:
- Helping students understand how to be citizens of our school and overall community
- Make public and celebrate our school goals

Next Steps:
- Intentionally celebrate individual and school-based improvement goals that are regularly achieved.
- Collaborate with community groups to develop a sense of belonging and citizenship

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	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	• Learners are active, healthy, and well. • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • 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.	• Improved wellness and well-being in students and staff. • Learning environments are welcoming, caring, respectful and safe. • Improved understanding of an inclusive education system. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities.

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

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

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

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

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

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	N/A	N/A
2020-2021	89	97
2021-2022	86	90
2022-2023	78	86
Evaluation	High	Very 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
2019-2020	82	53	68	74	79
2020-2021	82	53	68	74	79
2021-2022	82	82	64	45	55
2022-2023	94	82	76	71	71
Evaluation	Very High	High	High	Intermediate	Intermediate

Strategies: Advance Wellness and Well-being	Evaluation

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement	Impact of strategies implemented
Strategy 1: Intentionally teach problem solving skills and to provide opportunities for awareness and metacognition	**High**
Strategy 2: Build relationships with students by setting high standards and supporting students through challenges	**Very High**
Strategy 3: Provide space and time to regulate and implicitly teach self-regulation strategies	**High**

Areas of Strength:
- Children feel safe and supported at school
- Our students understand that struggles are a normal part of life

Areas for Growth:
- Peer connection
- Internal resilience

Next Steps:
- Peer connection: Mentorship, clubs, volunteerism
- Internal resilience: zones of regulation work and mindfulness teaching

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: Support literacy through targeted small group work	**Very High**
Strategy 2: Weekly Family school liaison counsellor offering universal and individualized supports	**Very High**
Strategy 3: Utilize the gathering space for regulation and wellness	**Very High**

Areas of Strength:
- Support and care are strengths of the Longview school staff. We are promoting and creating a school culture and environment that is wellness focused, supportive and compassionate.
- Students know they can count on staff to both support them and to hold them accountable in a trusting and compassionate way.

Areas for Growth:
- Incorporate our continuum of supports in all actions and decisions
- Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all

Next Steps:
- Gather stakeholder feedback to refine our continuum of supports
- Improved wrap around services and supports enhances conditions required for optimal learning and wellness.

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

learning experiences that can be applied now and in the future for success.	- Learners are agents of their learning. - Learners are allowed to live with complex problems over time. - Deep transferable learning. - Learners will have high quality learning experiences. - Students will be well prepared for their future while remaining current and relevant in the local and global contexts. - Learners apply knowledge, understanding and skills in authentic contexts and situations. - Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. - Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	- Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. - Learners demonstrate transfer of learning. - High quality learning opportunities and experiences. - Measures indicate that learners are intellectually engaged in their learning. - Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. - Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

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

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

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
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	95.5	97.7	N/A	N/A
2021-22	N/A	N/A	92.7	100	N/A	88.1
2022-2023	N/A	N/A	69.7	92.6	N/A	75
Evaluation			**Intermediate**	**Very High**		**Intermediate**

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	94	96	89	100	83	67	67
2021-2022	94	96	89	100	83	67	67
2022-2023	89	76	81	90	49.5	63.5	26

Evaluation	Very High	High	High	Very High	Very Low	Intermediate	Very Low

Strategies: Advance Innovation and Design *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: Incorporate makerspace into the learning commons space and into the regular learning in the classroom	**High**
Strategy 2: Utilize hands-on science experiments and learning	**Intermediate**
Strategy 3: Cross-curricular activities incorporating makerspace and subject areas	**Intermediate**

Areas of Strength:
- incorporating the real world into our daily lives including financial literacy
- Utilizing real world examples as a daily part of our learning to transfer our learning to our lives outside the classroom

Areas for Growth:
- Project-based learning in the Math & science classrooms
- Multi-age groupings to facilitate conceptual learning

Next Steps:
- Utilize digital portfolios that will help students connect their learning to the job world
- Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners.

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: Direct instruction and practical implementation to improve students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.	**High**
Strategy 2: Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.	**High**
Strategy 3: Students set personal learning goals to deepen their learning and to work on individual areas of growth	**High**

Areas of Strength:
- Individualized goal setting
- Students draw on their experiences to encourage connection and learning transfer

Areas for Growth:
- Provide opportunities for learning to be creative, innovative and connect to the real world
- Identifying individual strengths and focusing on strengths to advance student learning

Next Steps:
- Applying new learning to new situations and contexts

• Deepen students' understanding of prior concepts through content lines and cross-curricular learning		

Goal 3	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	• First Nations, Métis and Inuit learners are successful. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success.	• Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
Goal 4	**Outcomes**	**Indicators**
Desired Result	*Measurable statements of what FSD seeks to achieve*	*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.	• 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.	• 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.

	• 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.

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 provincial achievement tests in Language Arts, Math, Social Studies and Science.
  - **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey we ask all students grades 4-12 their perspectives in regards to diverse cultures including but not only First Nations, Metis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self identifying as First Nations, Metis, and Inuit peoples in PASI.
- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence

2021-2022	TBA	TBA	TBA	TBA	TBA	TBA	TBA	TBA	N/A	N/A
2022-2023	N/A	N/A	N/A	N/A	83.3	16.7	100	0	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	84	45	48
2020-2021	74	63	66
2021-2022	58	67	54
2022-2023	55	62	62
Evaluation	**Low**	**Intermediate**	**Intermediate**

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	69	75	72	87
2021-2022	64	70	64	96

2022-2023	51	49	66	55
Evaluation	Low	Low	Intermediate	Low

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: Early and targeted interventions	High
Strategy 2: Strategic universal strategies to decrease learning gap	High
Strategy 3: Intentional differentiation	High

Areas of Strength:
- Our school naturally differentiates for all students' needs both in remediation and enrichment
- Individualize student supports based on data collected to improve each student's literacy and numeracy goals
- Continuous reevaluation and assessments of student support to adjust programming and instruction as needed

Areas for Growth:
- Celebrate individual progress rather than provincial standardized data
- Aim for at least 1 grade-level improvement for each child with the goal of narrowing the gap by the end of grade 6

Next Steps:
- Collaborative response model to identify student needs early
- Refine and continue with our collaborative and responsive cycle throughout the year

Evidence and Key Insights Advance First Nations, Métis, and Inuit student success *Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)* *Impact and effectiveness of strategies implemented in achieving goal*

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree									
Performance Measures	Cultural Belonging	Comfortable Sharing Culture	Encouraged and Accepted Sharing Culture	School Priority of Truth and Reconciliation	Personal Importance of Truth and Reconciliation	Cultural Infusion Across All Subject Areas	Understand Multiple Perspectives	Understand Truth and Reconciliation	Teachers Share Indigenous Perspectives

All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	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	80	100	67	100	33	50	67	100	67	100	60	100	67	100	73	100	60	50
Evaluation	High	Very High	Intermediate	Very High	Very Low	Low	Intermediate	Very High	Intermediate	Very High	Intermediate	Very High	Intermediate	Very High	High	Very High	Intermediate	Low

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: Building collaborative and trusting relationships with our Eden Valley families	High
Strategy 2: Invite elders and knowledge keepers into our school	High
Strategy 3: Invite elders and knowledge keepers into our school	High

Areas of Strength:
- Naturally including FNMI content and culture into our daily routines
- Including FNMI culture in all of our celebrations and assemblies

Areas for Growth:
- Regularly having elders come and share their knowledge with our school
- Collaborate with Stoney Nakoda education authority

Next Steps:
- Include ways for our FNMI students and families to celebrate their language and culture into our greater school community
- Support our families in participating in the local powpow and other indigenous cultural events.

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	• Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts.	• Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

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

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

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

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	100	100	94	94	87	N/A
2021-2022	100	100	100	100	100	N/A
2022-2023	100	100	100	100	100	N/A
Evaluation	**Very High**	**Very High**	**Very High**	**Very High**	**Very High**	N/A

Strategies: Advance excellence in teaching, learning, and leading *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Involve our staff in the creation of our school-based goals	**Very High**
Strategy 2: Collaborate with other schools to inform our learning	**Very High**
Strategy 3: Continue to ensure that teachers have a voice in the ongoing development of our Ed Plan	**Very High**

Areas of Strength:
- Our teachers collaborate regularly to draw from each other's strengths and to create whole-school approaches to learning
- Our school is a team and has created an inclusive and compassionate culture g

Areas for Growth:
- Collaborate on effective ways to differentiate for our learners
- Reflect and respond to changes in our students' data

Next Steps:
- Establish regular planning sessions to connect professional development with the everyday lives of our students
- Engage in reflective IPGP work