

# Year 3 - Longview 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, support, and success for each learner.

[School Education Plan 2021-2024 \(year 3\)](#)

[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. We are grateful for the food and the water that this land provides us. We are thankful for the fresh air that we breathe, 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 of 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 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

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p style="text-align: center;"><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p style="text-align: center;"><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>		<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## About Our School

Longview School is both special and unique in that it serves about 80 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. We have 4 classes, Kindergarten, grade 1-2, 3-4 and 5-6 classes where our students learn and play together. We are an outdoor learning-focused school in which we bring our students out into the real world and apply nature and foundational knowledge to our everyday learning. We thrive on treating each other with kindness and extend that compassion to our friendship, our community and our neighbourhood.



## School Highlights and Celebrations

At Longview School, we prioritize the individual needs of each student, focusing on their social, emotional, and academic development every day. Our students feel safe and supported throughout their learning journey. We are pleased to report that attendance is steadily improving, thanks to the dedication of our families who recognize the importance of school for their child's overall development.

Our school team is committed to creating a joyful and supportive environment for students, staff, and families. We celebrate academic achievements through the lens of transferable learning, integrating nature and the environment into daily activities, and continuously work to enhance each student's academic abilities.

We provide athletic programs including triple ball, basketball, track and field, and badminton. Additionally, we offer fine arts opportunities such as a school-wide choir and a band program. Our students actively volunteer in the community, advocate for their needs with local government, and mentor younger peers.

Longview School is a special place where children learn and grow together. Our school-based team meets regularly to refine strategies, set goals, and use data to identify areas for improvement, ensuring we meet each student's needs. We maintain regular and effective communication with our community, welcoming their unique perspectives and ideas.

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 as a shared leadership team
- 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 and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	92%	Very High
Citizenship	99%	Very High
Education Quality	93%	Very High
Lifelong Learning	66%	Intermediate
Parental Involvement	88%	Very High
Program Access	97%	Very High
Program of Studies	92%	Very High
Program of Studies/At risk students	98%	Very High
Safe and Caring Schools	97%	Very High
School Improvement	94%	Very High
Student Learning Engagement	89%	Very High
Welcoming Caring Responsive Student Learning Environment	97%	Very High
Work Preparation	81%	High

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	75.4	n/a
Citizenship	75	Intermediate
Education Quality	93.5	Very High
Lifelong Learning	n/a	n/a
Parental Involvement	n/a	n/a
Program Access	84.8	Very High
Program of Studies	n/a	n/a
Program of Studies/At risk students	75.4	Very Low
Safe and Caring Schools	79.8	Low
School Improvement	86.4	Very High
Student Learning Engagement	80.4	n/a
Welcoming Caring Responsive Student Learning Environment	74.3	n/a
Work Preparation	n/a	n/a

## 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

## Our Story of Engagement

School Council Presentations  
 Longview School Website  
 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

At Longview School, we view ourselves as partners in education with our community and families. We maintain regular communication through email and social media to gather feedback and ensure we are responsive to community needs. We welcome community volunteers and collaborate with local members to provide volunteer and leadership opportunities for our students. Our school council, a dynamic group of parents, actively contributes to our education plan and collaborates to advance our educational goals.

## Stakeholder Engagement Results Analysis

<b>Goal</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications</b>            Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>governance aligns with and is responsive to the needs and expectations of the learning community</li> <li>stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system</li> </ul>	<ul style="list-style-type: none"> <li>measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division</li> <li>stakeholder engagement informed decision making and education plans</li> <li>education partners anticipate local and societal needs and circumstances and</li> </ul>

	<ul style="list-style-type: none"> <li>• communication provides assurance</li> </ul>	<p>respond with flexibility and understanding</p>
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<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>
<p style="text-align: center;"><b>Measures and Targets</b> <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p> <p style="text-align: center;"><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>• <b>Continuous Improvement:</b> 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.</li> <li>• <b>Quality of Education:</b> Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.</li> </ul> <p style="text-align: center;"><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>Stakeholder Engagement:</b> 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?</li> <li>• <b>FSD Assurance Survey (Parent):</b> Increase/maintain percentage of parents satisfied with Assurance Measures.</li> </ul>

- **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*

<b>Strategies</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Student Engagement:</b> <ul style="list-style-type: none"> <li>• Students are engaged in student matters to involve the divisional initiatives into our school community</li> <li>• Students are involved in meaningful ways through goal setting</li> <li>• Students collaborated in the creation of a school code of conduct to promote individual accountability and responsibility</li> </ul>	<p style="text-align: center;"><b>High</b></p>
<b>Staff Engagement:</b> <ul style="list-style-type: none"> <li>• Staff are given leadership roles throughout the school</li> <li>• Collective efficacy is promoted and celebrated by setting high expectations and gathering staff voice</li> </ul>	<p style="text-align: center;"><b>Very High</b></p>
<b>Parent Engagement:</b> <ul style="list-style-type: none"> <li>• Parents are involved in the planning of school-wide activities such as hot lunch, spirit days and sports days</li> <li>• Parents are given specific and intentional opportunities to engage in conversation about their child’s personal and academic goals</li> </ul>	<p style="text-align: center;"><b>High</b></p>
<b>Community Engagement:</b> <ul style="list-style-type: none"> <li>• The greater Longview community is involved in our culture through mentorship, collaboration and volunteerism</li> <li>• Involve our greater school community to be involved in our regular activities</li> </ul>	<p style="text-align: center;"><b>High</b></p>
<b>Communications:</b> <ul style="list-style-type: none"> <li>• Collaboration with Stoney Nakoda Education Authority</li> <li>• Monthly newsletter</li> <li>• Regular social media advertisement</li> </ul>	<p style="text-align: center;"><b>Very High</b></p>

**Areas of Strength:**

- Positive and collaborative relationship with Stoney Nakoda Education Authority
- Community has become fully engaged in school events and culture
- Grades 5’s and 6’s participating in student matters divisionally

- Collaborating with school council to involve a greater number of families into the day to day at Longview School

**Areas for Growth:**

- Find more opportunities for our student leaders to be leaders in the community
- Collaborate with school council to work together in advancing school goals

**Next Steps:**

- Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change including:
  - school council meetings
  - parent surveys
  - family dinners
  - community events
  - Newsletters
- Ensure a continuous improvement cycle in which Longview staff are attentive to gathering ongoing, triangulated evidence to inform next steps. This cycle includes analyzing provincial and local data and refining our collaborative response model.

Continuous Improvement Results Analysis		
Goal	Outcomes	Indicators
<p><b>Desired Result</b> 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.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>• building relationships</li> <li>• engaging with education partners and stakeholders</li> <li>• creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>• curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>• Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> </ul>

		<ul style="list-style-type: none"> <li>• 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</li> <li>• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>• 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</li> <li>• 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</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

<p style="text-align: center;"><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul>
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- **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*

**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
2020-2021	97.7	N/A	95.5
2021-2022	100.0	N/A	100
2022-2023	92.6%	N/A	85.7%
2023-2024	93.5%	N/A	86.4%
Evaluation	Excellent	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
2020-2021						
2021-2022	100	100	100	100	92	75
2022-2023	88	81	94	89	81	84
2023-2024	89	87	93	95	80	88
Evaluation	Very High	Very High	Excellent	Excellent	Very High	Very High

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<b>Strategy 1: Goal setting</b> <ul style="list-style-type: none"> <li>Implicitly teach and empower students to use reflection and goal setting in their learning</li> </ul>	High
<b>Strategy 2: Family involvement</b> <ul style="list-style-type: none"> <li>Provide opportunities for families to be involved in their children's education</li> </ul>	Very High
<b>Strategy 3: Relationship building</b> <ul style="list-style-type: none"> <li>Strategically and intentionally involving our community and families into the very fabric of our school culture</li> </ul>	Very High

**Areas of Strength:**

- Improved parental involvement and satisfaction with quality of education and improved participation in FSD assurance survey
- Families have indicated increased satisfaction in quality of education and engagement opportunities

### Areas for Growth:

- Helping students by creating individualized goals that lead to improved attendance, effort, and learning

### Next Steps:

- Ensure a continuous improvement cycle by refining our instructional and assessment practices to meet the needs of our students by:
  - using our local and provincial data to inform our assessment practices, ensuring differentiation practices allows all students to access learning and assessment
- Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change by:
  - collaborating with parents around school-based goals and collaborating with community to build community-minded students
- Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement through:
  - Regular, on-going reflection by using AEAM and FSD Assurance Survey data to inform our local actions

## Support

### Our Story of Support

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**

At Longview School, we prioritize meeting the needs of every student, focusing on the whole-child. Each day, we consider the social, emotional, and academic well-being of our students individually. Our staff excels in providing support and care, fostering a school culture that is wellness-focused, supportive, and compassionate. Students trust that our staff will support them while holding them accountable, always acting in their best interest. Explore our continuum of supports [here](#)



## Learning Supports Results Analysis

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• learners are active, healthy, and well</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• 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</li> </ul>
<p><b>Goal</b> <i>Desired Result</i></p> <p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> </ul>

	<ul style="list-style-type: none"> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• 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</li> </ul>
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### 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
2020-2021	89	97
2021-2022	86	90
2022-2023	78	86
2023-2024	79.8	75.4
Evaluation	Low	Maintained

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

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2020-2021	82	53	68	74	79
2021-2022	82	82	64	45	55

2022-2023	94	82	76	71	71
2023-2024	85	68	69	90	79
Evaluation	Very High	Intermediate	Intermediate	Excellent	Very High

<b>Strategies: Advance Wellness and Well-being</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1: Continuum of supports</b> <ul style="list-style-type: none"> <li>Refine continuum of supports to combine academic, behavioral and emotional strategies</li> </ul>	High
<b>Strategy 2: Collaborative problem-solving</b> <ul style="list-style-type: none"> <li>Implement restorative peer resolution policies that teach empathy and accountability</li> </ul>	Very High
<b>Strategy 3: Improve access to services</b> <ul style="list-style-type: none"> <li>Weekly support from Family School Liaison Counsellor</li> </ul>	Very High

**Areas of Strength:**

- Learners contribute to and feel welcomed, cared for, respected and safe
- Students have developed a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change

**Areas for Growth:**

- Students will engage proactively and responsively to peer conflict through the lens of restorative discipline
- We aim to increase internal resilience & self-confidence of our students

**Next Steps:**

- Healthy school culture: continuing to promote healthy school cultures through student well-being and staff wellness using the lens of Belonging, Independence, Mastery and Generosity including:
  - participating in student matters
  - developing staff wellness committee
- Trauma-informed culture: continue to emphasize the building of a trauma-informed culture for students as part of creating healthy school cultures and inclusive learning environments by:
  - regularly incorporating a restorative discipline program
- Social-Emotional Learning: Continued focus on social emotional learning to support student well-being, including:
  - zones of regulation
  - incorporating outdoor learning into our daily work
  - classroom circles
  - restorative discipline

<p align="center"><b>Strategies: Advance Continuum of Supports</b></p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1: Restorative discipline</b></p> <ul style="list-style-type: none"> <li>• How we treat each other at Longview school was collaboratively designed and implemented</li> </ul>	<p align="center"><b>High</b></p>
<p><b>Strategy 2: Restorative circles</b></p> <ul style="list-style-type: none"> <li>• Restorative conversations continue to be the primary method of resolving conflict by allowing students to own their behaviour and make it right with anyone who has been harmed by their words or actions</li> </ul>	<p align="center"><b>Very High</b></p>
<p><b>Strategy 3: 3 B's of Longview Eagles</b></p> <ul style="list-style-type: none"> <li>• Best: Am I always doing my best?</li> <li>• Better: How can I make this situation better?</li> <li>• Belong: Do my actions help all people belong to our school community?</li> </ul>	<p align="center"><b>Very High</b></p>

**Areas of Strength:**

- All students and staff demonstrate understanding and respect for the uniqueness of all learners
- Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities

**Areas for Growth:**

- Engage FSLC and learning coach into the restorative discipline process
- Learning environments are being adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all

**Next Steps:**

- Continuum of supports: continue to implement, refine, and expand the continuum of supports based on current student profiles to address social, emotional, physical, and academic growth for students by:
  - creating class-based profiles to fully understand the academic, social and emotional needs of all students.
  - monthly collaborative response team meetings to analyze data (attendance, food scarcity, hygiene, social-emotional needs)
- Collaboration and Communication: continued and enhanced parent communication to develop understanding of student areas for growth and supports available.
  - highlight in weekly emails the supports available
  - highlight in weekly emails the ways we are working to provide school-wide supports to students
- Attendance: continued and enhanced collaboration with all stakeholders to address school avoidance and attendance concerns by:
  - daily attendance phone calls and weekly email check ins
  - in-person attendance meetings
  - utilizing the attendance dashboard to inform our decisions

**Success**

## Our Story of Success

**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**

At Longview School Alberta, we take pride in celebrating our students' achievements. Our collaborative efforts with families and the community have fostered increased trust, enhancing our collective mission to improve student learning. We maintain high expectations, enabling students to excel and perform their best in all endeavors. We recognize and celebrate the individual academic growth of each child, acknowledging their holistic learning journey. Our commitment to fostering a supportive and nurturing environment ensures that every student thrives.

### Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> <b>Advance innovation and design</b>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> <li>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>
Goal 2 <i>Desired Result</i> <b>Advance learning for transfer</b>	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> <li>learners will be able to explore and develop their skills and passions and achieve their highest potential</li> <li>students will be well prepared for their future while remaining current and relevant in the local and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts</li> <li>improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals</li> </ul>

- 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.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

#### 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	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
2023-2024	N/A	N/A	75	93.5	N/A	80.4
Evaluation	N/A	N/A	Intermediate	Very High	N/A	Improved

**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	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



2023-2024	93	84	89	96	84	92	6
Evaluation	Excellent	Very High	Very High	Excellent	Very High	Excellent	Very Low

<b>Strategies: Advance Innovation and Design</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1: Connection to the real world</b> <ul style="list-style-type: none"> <li>• Create and promote opportunities for real-world learning</li> </ul>	<b>High</b>
<b>Strategy 2: Community connection</b> <ul style="list-style-type: none"> <li>• Embedding volunteerism into our regular school culture</li> </ul>	<b>High</b>
<b>Strategy 3: Active citizenship</b> <ul style="list-style-type: none"> <li>• Infusing advocacy into the social studies curriculum and learning</li> </ul>	<b>Intermediate</b>

**Areas of Strength:**

- Incorporate makerspace into the learning commons space
- Utilize hands-on science experiments and learning

**Areas for Growth:**

- Project-based learning in the Math & science classrooms
- Bring visiting presenters, guest speakers and experts to bring the learning alive

**Next Steps:**

- Staff Capacity: advance staff capacity for continued implementation of the Framework for Innovation and Design: Learning that Transfers - Implementation of Maker-centered Learning (MCL) to support Deep and Transferrable Learning through while exposing students to a greater breadth of possible careers by:
  - utilizing myblueprint to connect curricula to careers
  - utilizing our learning commons facilitator and our makerspace classes to connect real life, authentic learning to curricula.
- Provide diverse, contextual opportunities for ALL learners to explore interests and passions to discover and develop future career possibilities while building resilience and good judgement in a rapidly changing world, building positive relationships and taking responsibility for their personal health and well-being by:
  - incorporating outdoor learning into our daily lives
  - creating clubs that allow students to pursue their passions
- Provide a variety of learning experiences that empower students to prepare, investigate, explore, innovate, and experience a variety of potential career futures by:
  - discovering the world of careers around them through field trips
  - bringing in guest speakers to speak about their careers and lives

<b>Strategies: Advance Learning for Transfer</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b>
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	<i>Impact of strategies implemented</i>
<b>Strategy 1: Application of knowledge</b> <ul style="list-style-type: none"> <li>Provide opportunities to apply academic learning into the community and daily lives</li> </ul>	High
<b>Strategy 2: Drawing from experiences</b> <ul style="list-style-type: none"> <li>Draw from individual experiences, culture, and personal lives in order to make connection to learning</li> </ul>	High
<b>Strategy 3: Connection to background knowledge</b> <ul style="list-style-type: none"> <li>Offer experiences that lead to exposure and increased background knowledge which will in turn allow for a more successful transfer of learning</li> </ul>	High

**Areas of Strength:**

- Identifying individual strengths and focusing on strengths to advance student learning
- Deepen students' understanding of prior concepts through content lines and cross-curricular learning

**Areas for Growth:**

- Provide opportunities for learning to be creative, innovative and connect to the real world
- Explicit teaching of feedback cycles and self-reflection

**Next Steps:**

- Advancing school-wide understanding of how the 3 Principles of Deep and Transferable Learning (FSD Guide to Success) including conceptual understanding, student agency, and living with complex problems over time provide meaningful, intellectually engaging learning experiences for each learner such as:
  - outdoor learning
  - social-emotional learning
- Utilize high impact assessment that are tailored for the unique needs of each child, evaluation processes that are trauma-informed, and reporting strategies that are responsive to the needs of our students and families.
  - giving students choice and voice in their learning
  - providing various assessment formats as options to all students
- Create an effective balance between student voice and choice and teacher guidance to support student engagement and deep learning by:
  - offering choices in learning
  - tailoring our assessment practices to suit individual strengths

<b>Goal 3</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance First Nations, Métis, and Inuit student success</b>		

<p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit learners are successful</li> <li>• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> <li>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<ul style="list-style-type: none"> <li>• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>• 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</li> <li>• 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</li> <li>• FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>• First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>• the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>
<p align="center"><b>Goal 4</b> <i>Desired Result</i> <b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <p>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</p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>• 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</li> </ul>

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\*](#)

- 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 & Diploma):**
  - Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
  - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
  - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **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)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **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**

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

**Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)**

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	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
2023-2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	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	74	63	66
2021-2022	58	67	54

2022-2023	55	62	62
2023-2024	65	50	50
Evaluation	Intermediate	Low	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
2020-2021	69	75	72	87
2021-2022	64	70	64	96
2022-2023	51	49	66	55
2023-2024	N/A * due to new curriculum	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A

<b>Strategies: Advance Literacy and Numeracy</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Targeted and Individualized supports <ul style="list-style-type: none"> <li>Needs continue to drive our support system and is evaluated and adjusted regularly</li> </ul>	High
<b>Strategy 2:</b> Assess student progress to adjust programming and instruction <ul style="list-style-type: none"> <li>Teachers are reflective of students' results in planning and implementing the curricula</li> </ul>	High

**Strategy 3::** Infuse a variety of learning tasks

- Students' unique needs are considered when planning our assessment and learning tasks

High

**Areas of Strength:**

- Early and targeted interventions
- Strategic universal strategies to decrease learning gap
- Intentional differentiation

**Areas for Growth:**

- Celebrate individual progress rather than provincial standardized data
- Improve overall reading comprehension rates

**Next Steps:**

- Advancing the use and consistent application of all provincial and local assessment measures (assessments in English literacy and numeracy) to inform teacher practice, school-based interventions, and support student growth and achievement.
  - Using our data from our schedule of reporting, using the data to inform our school-wide interventions in order to meet our students' diverse needs
- Advance school-wide use of high-yield principles and practices within English literacy and numeracy that support transfer of knowledge and skills and that supports our students to close academic gaps across all subjects for individualized student growth and achievement including:
  - creating guides to success that ensure each child has a social, intellectual or personal purpose

**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**

<p style="text-align: center;">% Students (4-12) Reporting Agree or Strongly Agree</p>																			
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives		
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
<b>All Students (All) vs. Self-Identified Indigenous (SI)</b>	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	
<b>2020-2021</b>	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	
<b>2021-2022 Baseline</b>	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	
<b>2022-2023</b>	80	100	67	100	33	50	67	100	67	100	60	100	67	100	73	100	60	50	
<b>2023-2024</b>	72	33	71	33	78	100	83	100	89	100	78	100	72	33	94	100	100	100	
<b>Evaluation</b>	INT	V.L.	INT	V.L.	INT	EXC	High	EXC	V.H.	EXC	INT	EXC	INT	V.L.	EXC	EXC	EXC	EXC	
EXC – Excellent    V.H. Very High    INT – Intermediate    V.L. Very Low																			

<b>Strategies: Advance First Nations, Métis, and Inuit student success</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Collaborate with FNMI families to walk together through this learning journey	<b>High</b>



<b>Strategy 2:</b> 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.	<b>High</b>
<b>Strategy 3:</b> Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	<b>High</b>

**Areas of Strength:**

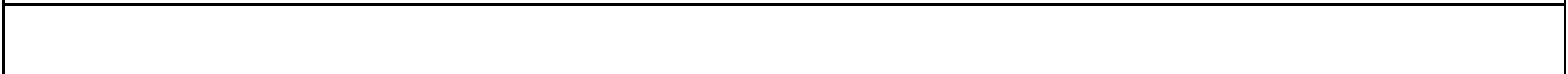
- Building relationships with our Eden Valley families
- Daily embed First Nation, Metis, and Inuit ways of knowing into our daily work
- Working collaboratively with our community partners

**Areas for Growth:**

- Invite elders and knowledge keepers in to share their rich history
- Support families in understanding how to support their children at home with literacy and numeracy

**Next Steps:**

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports such as targeted literacy and numeracy interventions through:
  - regular and ongoing literacy support in groups and individually
  - regular and ongoing numeracy support in groups and individually
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students by accessing Jordan’s Principle by:
  - applying for Jordan’s principle funding for the whole school to ensure each class has an educational assistant to support students.
- Support the implementation of Truth and Reconciliation Commission recommendations by collaborating with our Eden Valley community partners such as:
  - community feasts
  - collaborative sporting events
  - collaborative professional development with Stoney Nakota Education Authority



<b>Teaching, Learning and Leadership Results Analysis</b>		
<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>

<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>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, leading, and learning for all.” <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>• teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> <li>• teachers and leaders improve their professional practice in learning for transfer</li> <li>• improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>
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### 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 (AEAR)
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
2023-2024	100	100	100	100	100	N/A
Evaluation	Excellent	Excellent	Excellent	Excellent	Excellent	N/A

<b>Strategies: Advance excellence in teaching, learning, and leading</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Teachers collaborate and learn together” <ul style="list-style-type: none"> <li>Teachers work together, support each other and learn from each other</li> </ul>	<b>Very High</b>
<b>Strategy 2:</b> Team approach support students and staff 24: <ul style="list-style-type: none"> <li>Staff support each other and draw from one another’s strengths.</li> </ul>	<b>Very High</b>
<b>Strategy 3:</b> School team collaboratively builds learning plan <ul style="list-style-type: none"> <li>Staff collaborate throughout the process of setting school goals and implementing divisional plans.</li> </ul>	<b>Very High</b>

**Areas of Strength:**

- Involve our staff in the creation of our school-based goals
- Collaborate with other schools to inform our learning
- Reflect and respond to changes in our students’ data

**Areas for Growth:**

- Collaborate on effective ways to differentiate for our learners

**Next Steps:**

- Teachers and leaders engage in career long professional learning and ongoing critical reflection to improve teaching, leading, and learning including school-wide professional development by:
  - focusing on incorporating outdoor learning into all our subject areas
  - refining our practices in inclusive schools.
- Building the capacity of teachers to respond to the learning needs of all students and advancing understanding of effective pedagogy and curriculum through:
  - local professional learning days that provide staff with the learning to balance the needs of our students with the demands of the curricula
  - monthly PLT schedule to provide teachers collaborative time
  - ongoing shared leadership team to create a strong school culture
- Create inclusive learning environments where high quality teaching, learning, and leading occurs by:
  - using cyclical collaborative structures to assess successes and challenges
  - focusing our professional learning on Shelley Moore’s inclusive strategies that highlight the importance of creating purpose for children, creating class profiles, and creating inclusive classroom-based goals