

Meadow Ridge 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 we live on with the beautiful prairies, mountains, rivers, roads, and nature. We live on the land of Treaty 7 signed by the 5 nations, the Siksika (Blackfoot), Kainai (Blood), Stoney-Nakoda, Piikani (Peigan) and Tsuut'ina (Sarcee) Nations. We have learned many lessons from these nations. We will continue to acknowledge the land we walk and learn on now and continue to respect the land. We are very grateful for all the resources they have provided us. Passing on traditions from generation to generation, they have helped shape Canadian history. – Gr 9 Student

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

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

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[Board Policy 01: Division Foundational Statements](#)

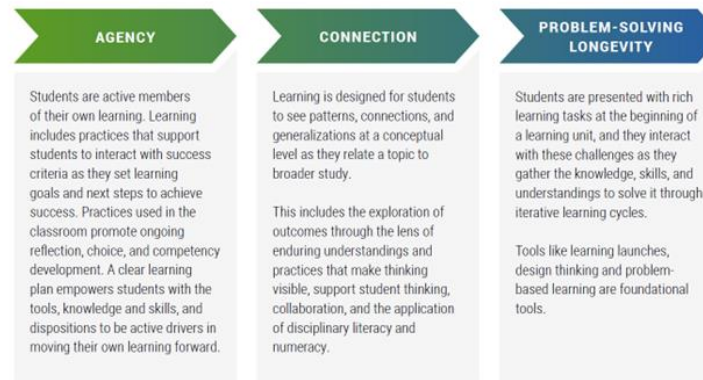
[Board Policy 14: A Place for All](#)

Providing Assurance

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

Our Story of Learning

THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

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

About Our School

Meadow Ridge School is starting its fifth year in the Foothills School Division opening its door in September 2019. There are approximately 670 students Kindergarten through Grade 9 and we are nestled in the north of Okotoks with beautiful views of the Rocky Mountains to the west and a wetland to the north. We co-created our vision and mission before opening our doors:

Empowering hearts, heads and hands to make a difference.

- *Engaging Others*
- *Engaging in Thinking*
- *Engaging in Action*

We cultivate curiosity, nurture community, and grow global citizens.

Meadow Ridge is home of the Grizzlies of which our mascot was chosen by students in our first year. Like the Grizzly, we are resilient, and adaptive, know when to walk away, continuous learners who live in the present based on lessons from the past, and are courageous enough to be ourselves (Elmeligi & Marriott, 2020). To develop a safe, caring, welcoming learning environment, we focus on the Meadow Ridge Compass, also referred to as the 3 B's: helping others feel they **BELONG**, doing our **BEST**, and leaving spaces **BETTER** than the way we found them.

We have an unwavering belief that:

- All learners' have the potential to make a world of difference.
- Together we are better. Everyone has strengths and we all have areas to grow.
- Continuous improvement is the norm. We research, innovate and create to make an impact and develop life-long learners.
- Mistakes and misconceptions are part of the learning process.
- High expectations are for everyone; people reach the bar we set.
- Language matters – what we say affects culture.
- Relationships matter – we are valued and cared about for who we are.
- Environment matters – students learn better in varied learning environments that are learner-centered. Spaces are for them.
- Feedback matters - learning is a journey of continuous improvement, which requires reflection and action on feedback from others.

With 34 certified faculty and 18 support staff including, educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor, we offer a diverse range of learning opportunities within our learning studios, community, and outdoors to make our vision live within the Meadow Ridge School community. Students are invited to attend and/or lead a variety of clubs and extracurricular activities

which provide a well-rounded schooling experience focusing on intellectual engagement, health & well-being, positive peer relationships and social-emotional development. To develop the whole child and prepare them for life beyond the walls of schools, we offer a variety of Career and Technology Foundations (CTF), Fine Arts, and physical activity opportunities. This provides students in Grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant problems that exist in our world. These also include an introduction to construction using power tools, foods, recreation sport, coding and robotics, digital media, band, outdoor education, and drama to name a few. Kindergarten to Grade 6, CTF focuses on learning through play, Makerspace, coding, and Meadow Ridge Markets where students engage in the design thinking process, STEM, robotics, cooking and crafting.

School Highlights and Celebrations

Heart was the concept for our fourth year as we focused on “The **Heart** of the Grizzly” and “The **heart** of our learners and learning.” The heart of the Grizzly focused on common characteristics we want to develop in our students. We focused on a trait each month and dedicated time during our Grizzly Gathering and within our program of studies. To explore the heart of the learners, we developed assessment capable learners using digital portfolios. For the heart of learning, teachers dug into the new math curriculum to uncover the heart of the POS and design learning accordingly.

- Our second annual **Fine Arts Celebration** in the spring showcasing band, choir, and art along with Jr High Market highlighting products made in our CTF courses.
- We continue to **nurture our community** by giving back and creating charitable citizens. The school focused on school, local and international charities. We adopted the “Star Fish Foundation” which helps kids in the Dominican Republic. A family from Meadow Ridge reached out as they are involved with the organization. We raised enough money to send Wadson to school. We also raised \$800 for their lunch program. At the end of the year, we collected 847 lbs of food for Okotoks Food Bank. We donated the second largest amount of food for the year to the food bank which was more than the high schools. Hats on for Charity is run every Friday and each month we choose a different fundraiser. Some of the other organizations we supported are: Terry Fox Foundation and Veterans Food Bank. Overall, we raised over \$2100 for charity this school year.
- The **Leadership** class ideated different events for the school, pitched them to the administration, and then implemented them within the school. They consisted of May Madness, a dodgeball tournament; selling popcorn to raise money for lunch program supported through Star Fish Foundation, a charity we support as a school; Good Trouble campaign; Jr High Sports Day; and Fine Arts CTF Market. They also planned several student-led events such as Western Day, selling root beer floats to buy a mascot, school dances and pep rallies.
- Teachers explored strategies within UDL (Universal Design for Learning) to better supports learners who require targeted and individualized supports.

For picture evidence that captures some of our year, see the Meadow Ridge Instagram feed.

Alberta Education Assurance Measures Report Summary

The data from the Alberta Education Assurance Measures report is the result of **20 parents** whose children were in Grade 4 and 7, **117 students**, and **20 faculty members**:



Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 2250 Meadow Ridge School

Assurance Domain	Measure	Meadow Ridge School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	78.2	64.2	64.2	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	78.8	71.8	74.6	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	65.4	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	10.9	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.3	71.8	80.6	88.1	89.0	89.7	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	79.4	79.4	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	74.4	68.1	68.1	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	74.3	60.9	68.3	79.1	78.8	80.3	Low	Maintained	Issue

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.

We strive to maintain or improve the results we have achieved as we advance student growth and achievement post-pandemic.

Very High ← Goal Achievement → Very Low

Improved Significantly	Excellent	Good	Good	Good	Acceptable
↑ Improvement from Last Year	Excellent	Good	Good	Acceptable	Issue
↓ Declined Significantly	Excellent	Good	Acceptable/Maintained	Issue	Not yet addressed
	Good	Acceptable	Issue	Issue	Not yet addressed
	Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

Engagement

Our Story of Engagement

Parent Engagement:

- Parent Survey
- Guest speakers at School Council: AHS – Substance Use in Youth; LUNA Advocacy Centre – Technology and Consent

Student Engagement:

- Student Matters: SOSQ Data
- Jr High Leadership: Good Trouble Campaign, May Dodgeball Madness, Starfish Foundation, Jr High Sports Day

Faculty Engagement:

- Data Stories: analyzing school-wide data to create grade-level goals for High Impact Team collaborative time
- Traditions Team planning several school-wide events: Remembrance Day, Winter Celebration, Fine Arts Festival, Meadow Ridge markets, pep rallies
- Heart of the Grizzly was led by three faculty with strong buy-in from all teachers making it their own in their classroom studios

Community Engagement:

- LUNA Advocacy Centre provided a presentation on responsible use and technology to all Junior High students and School Council
- Burn survivor presented to all Jr High students on the power of listening to your intuition, doing the right thing, and how choices you make can impact the rest of your life
- AHS Addictions Counsellor presented to School Council on substance use in teens

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> ● engagement, support, and success for each learner. ● governance aligns with and is responsive to the needs and expectations of the learning community. ● stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. ● communication provides assurance. ● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. ● Measures indicate that parents are involved in school and system decision making processes. ● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

<p style="text-align: center;">Strategies</p> <p style="text-align: center;"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment</i></p>	<p style="text-align: center;">Evaluation</p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p>Student Engagement: Continue to develop and build leadership initiatives for students at multiple grade levels such as:</p> <ul style="list-style-type: none"> • recess patrols • students offering and leading clubs related to interests/passions • Grizzly Suggestion box (school); Anything that Matters box (studios) • Utilizing CTF classes as leadership opportunities for students to take ownership over school (announcements, advertisements, leadership) 	<p><i>Good</i></p>
<p>Faculty Engagement:</p> <ul style="list-style-type: none"> • Continue to build leadership teams who develop relevant professional development and ensure responsive support to all staff members and who take ownership and lead school-wide structures and supports such as PBS, traditions, learning celebrations, and mentorship. • Continue to use strategies to collect and respond to teacher voice and choice during faculty meetings and professional learning 	<p><i>Good</i></p>
<p>Parent Engagement:</p> <ul style="list-style-type: none"> • Continually seek out parent feedback through: <ul style="list-style-type: none"> ○ Parent Survey ○ Celebrating school council achievements and initiatives. • Increase collaboration with the School Council and Fundraising Society to recruit more parents. 	<p><i>Acceptable</i></p>
<p>Community Engagement: Collaborate with and stay in tune with current and future community support systems to provide accurate information to families and staff including:</p> <ul style="list-style-type: none"> • Town of Okotoks • Alberta Health Services • LUNA 	<p><i>Acceptable</i></p>
<p>Communications:</p> <ul style="list-style-type: none"> • Communicate new opportunities via school council, volunteering, and school initiatives through our Instagram and school website • Bi-weekly Community Connects that are shorter for parents to read with consistent dates to send out • Complete the staff handbook and parent handbook; get feedback and respond accordingly; share with faculty as well as post on website • Continue with minimum of monthly curriculum newsletters 	<p><i>Good</i></p>

Areas of Strength:

- Consistency with communication including teachers communicating with parents and regular school communication
- Responding to parent survey

Areas for Growth:

- Involving more parents in School Council, Fundraising, volunteer opportunities, and opportunities to share their voice
- Structures and strategies to share out faculty voice and response to their voice including PD Committee, faculty meetings, etc.

Next Steps:

- Increase parental involvement and engagement in school through School Council and MRS Fundraising Society: plan family events, fundraisers for playground, etc
- Embed student matters into Leadership class
- Provide more formal opportunities to gather faculty feedback and make next steps visible
- More communication engagement opportunities with our community

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
<p><i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none">• Collaborative relationships with stakeholders.• Meaningfully involved education partners and stakeholders.• Sustained culture of continuous improvement and collective responsibility.• The division engages students and their families, staff, and community members 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.	<p><i>Indicators of achieving outcomes</i></p> <p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none">• The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.• FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

- A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.

Measures 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	NA	NA	NA
2020-2021	93.5%	77.3%	76.1%
2021-2022	71.8%	60.9%	53.2%
2022-2023	85.3%	74.3%	67%

Evaluation	<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>
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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	90%	87%	95%	89%	76%	64%
2022-2023	91%	81%	92%	84%	65%	65%
Evaluation	<i>Excellent</i>	<i>Good</i>	<i>Excellent</i>	<i>Good</i>	<i>Issue</i>	<i>Maintained</i>

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue to share and collaborate with staff to advance the understanding of our school goals to improve student academic and social-emotional growth.	<i>Good</i>
Strategy 2: Use Instagram and Community Connect to highlight events and learning at MRS and highlight explicitly how they align to concepts in the AERR survey and our School Education Plan	<i>Good</i>

Areas of Strength:

- Teacher collaboration to discuss learning, next steps, and how to improve our school
- Commitment to The Heart of the Grizzly to improve citizenship and social-emotional learning

Areas for Growth:

- Making what we do more visible to parents
- Finding ways to engage parents in reading/viewing communication from school

Next Steps:

- Refining our continuum of supports, structures and supports for students and making it visible to parents and students
- Recruiting and involving parents in School Council

Support

Our Story of Support

Meadow Ridge continues to develop systems, structures, and supports that are collaborative, responsive to the needs of students, and aligned with our vision. Our team includes 2.0 FTE Learning Coaches, a Family School Liaison Counselor, and Education Assistants along with teachers. We have developed a Continuum of Supports for a safe, caring, and welcoming school along with a progressive continuum for expected behaviours; continuum of supports were started for Literacy and Numeracy but are in their infancy. As a faculty, we use positive behaviour supports and developed our continuum for expected and unexpected behaviours at Meadow Ridge. We engaged faculty in its creation along with having a consistent understanding of expected and unexpected behaviours. We also utilize Universal Design for Learning (UDL) principles to reduce barriers for learners and engage them in learning. Teachers focused on a few students within their class and then tried a variety of UDL strategies to more effectively support them.

To ensure students get the support required, we make data informed decisions based on benchmark assessments including the Reading Readiness Screening Tool, GRADE, provincial diagnostic assessments, and Math Intervention/Programming Instrument. Further diagnostic information is gathered through Fountas and Pinnell reading assessments, along with Level B assessments done by the Learning Coach and Level C assessments including therapeutic assessments and Psych Ed assessments. We also rely on Level A classroom-based assessments and teacher observations. Grade level teams met weekly to develop a consistency in grading, to examine student learning, and to ensure classroom-based assessments are valid and reliable.

We utilize collaborative meetings at each grade level to discuss students' academic, social emotional and attendance concerns and celebrate growth. These collaborative meetings include a Learning Coach, administrator and sometimes the Family School Liaison Counselor. We also have weekly Student Support meetings to discuss student needs and school-wide systems and structures with Learning Coaches, FSLC and admin. Our Learning Coaches collaborated with a group of teachers to develop year end transitions based on teacher voice. Using our operational days at the end of the year, Kindergarten teachers met with Grade 1 teachers to discuss strengths and effective strategies for students. Teachers made notes, asked questions, and now have a bank of strengths-based strategies. These transition meetings were held from Grade 1 to Grade 8.

Links for more information:

[Policy 14: A Place for All](#)

[Safe Positive Schools](#)

[Inclusive Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

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>Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<ul style="list-style-type: none"> ● Learners 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. ● Learners build resilience and positive mental health skills. ● Students’ Matters and Staff Advisory take action to support wellness and well-being system wide. 	<ul style="list-style-type: none"> ● 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.
<p>Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> ● Learners demonstrate understanding and respect for the uniqueness of all learners. ● A robust continuum of supports ensures student success. <ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful and safe. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> ● Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Continuum of Supports is visible and accessible.

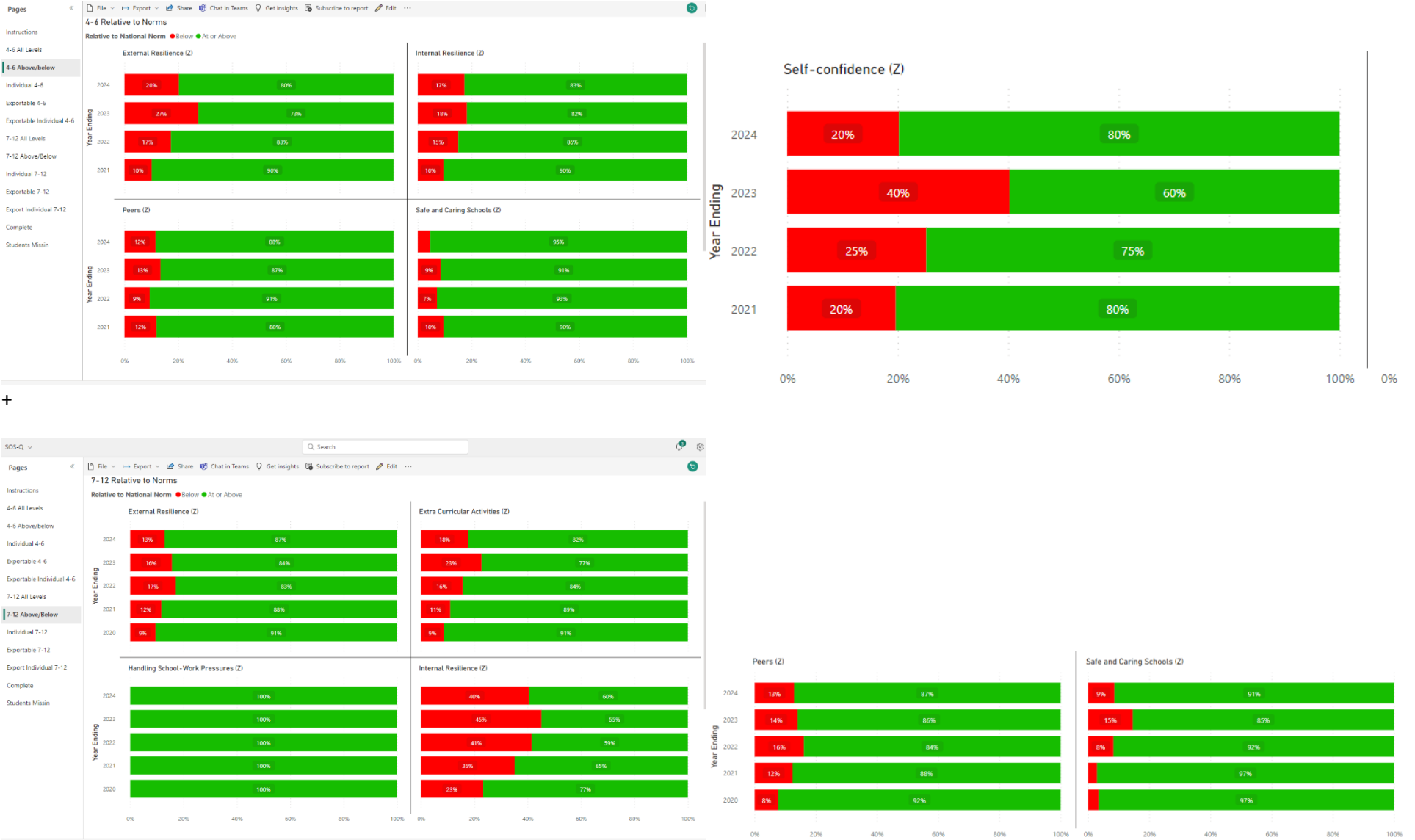
	<ul style="list-style-type: none"> Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<ul style="list-style-type: none"> Collaboration with education partners to support student learning and well-being.
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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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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



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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020		
2020-2021	92.1%	83.1%
2021-2022	79.4%	68.1%
2022-2023	86.5%	74.4%
Evaluation	<i>Excellent</i>	<i>Good</i>

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					
2020-2021	85.74%	59.76%	48.05%	66.8%	67.18%
2021-2022	93% 92% AVG=93%	83% 83% AVG= 83%	75% 92% AVG=82.5%	85% 59% AVG=72%	91% 84% AVG=87.5%
2022-2023	91% 85% AVG=88%	73% 84% AVG=78.5%	60% 85% AVG=72.5%	82% 55% AVG=68.5%	87% 86% AVG = 86.5%
Evaluation	<i>Excellent</i>	<i>Good</i>	<i>Good</i>	<i>Concern</i>	<i>Excellent</i>

Strategies: Advance Wellness and Well-being

Evaluation

<i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment</i>	<i>Impact of strategies implemented</i>
<p>Strategy 1: Collaborate with Minds Matter (outside agencies) to design effective and responsive universal supports for staff and student SEL wellness</p> <ul style="list-style-type: none"> • Collaboratively create a design plan and enact it with Wellness Coach and Minds Matter manager that aligns social emotional competencies and Minds Matter schedule of events to ‘what it means to be a Grizzly’ which incorporates voice of students and faculty • Internal Resiliency strategies explicitly taught within curricular activities • Monitor if these strategies increase internal resiliency and confidence in students as well 	<p>Good</p>
<p>Strategy 2: Evidence-Based Practices</p> <ul style="list-style-type: none"> • Continue to build capacity around Positive Behaviour Supports, Restorative Practice and Trauma-Informed practice with faculty and parents. 	<p>Good</p>
<p>Strategy 3: Staff Advisory Council Our faculty member at staff advisory council will lead team building activities at meetings, create bulletin boards in collaboratories to share wellness information and an area to celebrate colleagues.</p>	<p>Maintained</p>

Areas of Strength:

- Creating consistent expectations, positive reinforcement through Positive Behavior Supports – less moderate and major incidents reported to the office
- Outside agencies and community members in to support through presentations and motivational speakers was well received (LUNA presentation on Consent; **Choose Your Path & Change Your Life** motivational speaker, Michael P. Gaultois)
- Family School Liaison counselor plays a critical role in finding outside agencies to support; building mentorship programs, and supporting student wellness
- We have a high percentage of students writing the PAT who have an ILP and the majority of them are achieving Acceptable standards on the PAT.

Areas for Growth:

- Staff wellness opportunities
- Understanding declined SOSQ from student perspective
- Understanding resilience and how to better develop resilience in staff and students

Next Steps:

- Continue to utilize outside agencies, presenters, and programs to support staff and student wellness and resiliency: Rowan House, Calgary Centre for Sexuality, Heros program

- Provide more opportunities for staff wellness including involving School Council for support, Staff Advisory Council rep and Learning and Leading teachers
- Provide more opportunities for student team building in Jr High, leadership opportunities in Gr 4-6, and school clubs in K-3
- Read SOSQ data to students and provide clarity about what the question is asking

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Build school-based continuum of supports in literacy and numeracy to ensure consistency in universal, targeted and individualized supports and to support teachers, students, and community members use effective strategies/approaches to maximize impact on learning.	Addressed in 2023/2024
Strategy 2: Collaborate with and incorporate the expertise of our school’s FSLC to find relevant outside agencies and support as needed and to connect with families requiring support.	Excellent
Strategy 3: Continue to develop awareness and use of Student Support meetings.	Good

Areas of Strength:

- Family School Liaison counselor plays a critical role in supporting those who require targeted and individualized positive behavior supports; finding outside agencies to support; building mentorship programs, and supporting student wellness.
- Grade level teams exploring different strategies to support literacy and numeracy at the classroom level; improved reading in Gr 2 in particular

Areas for Growth:

- Developing school-wide consistency in Literacy and Numeracy continuum of supports
- Structures for collaborative meetings to discuss students’ needs and provide accommodations, adaptations, and interventions
- Informing parents supports that students can access at school and in the community

Next Steps:

- Co-create literacy and numeracy continuum of supports
- Embed structures and research from Jigsaw Learning (Kurtis Hewson) for collaborative team meetings

Success

Our story of success for each learner at our school

- Weekly HIT (High Impact Team) meetings. Teachers brought student learning tasks to these meetings of students who did not get it and those who did. They brainstormed next pedagogical moves they could take to improve learning and then implemented one of them. They also used this time to develop common assessments and develop consistent understanding of categorical grading.
- Explored the following instructional strategies:
 - Variation Theory
 - Using number lines to develop mathematical reasoning and conceptual understanding
- Explored Universal Design for Learning strategies and implemented them with certain students who required different approaches.
- Grades 4-6 held a Meadow Ridge Market to enhance Career and Technology Foundations as well as Financial Literacy. Jr High CTF held a spring market at the Fine Arts Festival where they made merchandise related to their CTF class and sold them.
- Gr 2 embedded Secret Stories, UFli, and Heggarty programs to their literacy programs.
- Gr 3 piloted BLAST program with students who did not yet understand phonological awareness.
- Continue to have strong practices around First Nations perspectives and ways of knowing. Dallas Arcand, an Indigenous artist, performed at an assembly by hoop dancing and storytelling. We continue to have students write Land Acknowledgements that are specific to the land that Meadow Ridge is on.

FSD Links:

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for Literacy](#)

[Principles of Practice for Numeracy and Mathematics](#)

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
<p><i>Desired Result</i> Advance innovation and design</p>	<p><i>Measurable statements of what we seek to achieve</i></p>	<p><i>Indicators of achieving outcomes</i></p>

<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
<p style="text-align: center;">Goal 2 <i>Desired Result</i> Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. <p>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. <p>Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.</p>

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
2019-2021						
2020-21	82.5%	88.5%	85.4%	93.5%	NA	87.9%
2021-22	72.7%	73.4%	71.8%	71.8%	57.4%	64.2%
2022-23	79%	77.8%	78.8%	85.3%	69%	78.2%
Evaluation	Good	Good	Good	Excellent	Good	Good

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							
2020-2021	95%	77%	86%	93%	64%	67%	64%
2021-2022	96%	68%	82%	88%	54%	53%	40%
2022-2023	93%	63%	79%	85%	40%	58.5%	57%
Evaluation	Excellent	Concern	Good	Excellent	Issue	Good	Good

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Re-design Junior High Options Get student voice on new CTF courses we can offer and rethink how they can align more with CTF curriculum.	Excellent
Strategy 2: Develop elementary programming to mirror the Innovation and Design framework Utilize Jr Achievement in Achievement classes for financial literacy Use Learning Commons to implement more maker-learning activities	Good
Strategy 3: Engagement with expertise Grow community, industry, and educational partnerships that provide student access to authentic, hands-on experiential learning in fields of interest to support readiness for careers and future next steps.	Not Yet

- Areas of Strength:**
- Using teacher ideation and student's voice to offer different options

- Using Meadow Ridge Markets to develop entrepreneurial spirit and financial literacy

Areas for Growth:

- Embedding CTF within curriculum
- Making what we do more visible and sharing with others

Next Steps:

- Use JR Achievement resources to support financial literacy
- Find out what is being done in classes and share as a faculty

<p align="center">Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Focusing Professional Learning on Conceptual Understanding in relation to: Understand student agency through developing assessment capable learners and using digital portfolios to report student growth and achievement over time.</p>	<p align="center">Excellent</p>
<p>Strategy 2: Continue to use the High Impact Team model to collaboratively create consistent standards, discuss effective strategies, and use formative assessment to improve student agency.</p>	<p align="center">Excellent</p>

Areas of Strength:

- Job-embedded time once a week allows for collaboration
- Using portfolios has increased teacher and student understanding of where students are at in their learning and next steps

Areas for Growth:

- Continue to explore efficient and effective ways to use portfolios to develop assessment-capable learners
- Structure for HIT and PD to allow for more sharing and learning of high impact instructional strategies and designing for transfer

Next Steps:

- Have structure for sharing and reporting in HIT
- Have more opportunities for teachers to share instructional strategies
- Focus on design for transfer/intellectual engagement and developing common understanding and commitment

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

<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"> • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	<ul style="list-style-type: none"> • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

Measures and Targets

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

Provincial

- **Learning Outcomes (PAT & Diploma):**

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

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	84.5% 76.4%	9.9% 11.1%	62.9% 40.3%	2.9% 2.8%	75.7% 61.1%	17.1% 11.1%	57.1% 65.3%	18.6% 13.9%	NA NA	NA NA
2022-2023	NA 72.9%	NA 10.4%	NA 54.5%	NA 6.5%	77.6% 72.7%	16.5% 14.3%	78.8% 75.3%	14.1% 13.4%	NA NA	NA NA

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			
2020-2021	58%	56%	62%
2021-2022	67%	73%	66%
2022-2023	72%	73%	69%
Evaluation	Good	Good	Good

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				
2020-2021	60.5%	69%	57%	69%
2021-2022	52%	68%	54%	81%
2022-2023	60%	72%	59%	68%
Evaluation	Good	Good	Concern	Concern

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

<p>Strategy 1: Data-Informed Analyze RRST, F&P, GRADE, MIPI, GLA and classroom level assessment data as a Learning Services Team and larger staff to focus on universal supports, larger school wide themes as well as individual student needs.</p>	<p>Ongoing</p>
<p>Strategy 2: Develop consistency amongst best practices:</p> <ul style="list-style-type: none"> • Use HIT time for grade level teams to meet, discuss and build a continuum of supports for literacy and numeracy. Start with discussion of what we currently do at the universal, targeted and individualized levels, how we know the impact it has, and reaching consensus of consistent grade-level approaches, academic vocabulary and standards for levels of achievement. • Implement new research-based practices and programs in Div 1 including Science of Reading, Heggarty approach, and Secret Stories. 	<p>Ongoing</p>

Areas of Strength:

- Consistency within grade level to support students and design literacy
- Strong results for students where Science of Reading, Heggarty, Secret Stories and quality literature instruction were used

Areas for Growth:

- Consistency within divisional levels to support strong literacy instruction
- Creating and implementing a continuum for literacy and numeracy that focuses on research-based strategies

Next Steps:

- Develop consistency amongst divisional levels with common language and programming
- Develop a strong continuum of support for literacy and numeracy including some intervention programs

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	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	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	60		60		60		60		80		80		80		80		80	
2022-2023	63	75%	55	50%	56	100%	71	100%	79	100%	63	50%	78	100%	77	100%	79	75%
Evaluation	+3		-5		-4		+11		-1		-17		-2		-3		-1	

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: Implement First Nations Perspectives

- Continue to highlight the toolkit of resources available for staff and informational slides on the Grizzly Greetings (announcements)
- Utilizing staff who choose Indigenous Learning as their Learning Pathways – embedded on Div prof learning day to leverage teacher capacity to understand and weave Indigenous Ways of Knowing throughout the curriculum in all classes with intentional focus on the new Science Curriculum

Excellent

<p>Strategy 2: Increase connections with Elders, Knowledge Keepers and artists to build knowledge and understanding.</p> <ul style="list-style-type: none"> • Continue to work with Charity Tegler to support First Nations, Metis and Inuit student achievement • Continue to advance strategies to support cultural appreciation by connecting with and/or bringing in Elders, Knowledge Keepers and artists 	<p>Good</p>
<p>Strategy 3: Support Indigenous, Metis, and Inuit students</p> <ul style="list-style-type: none"> • Identify students who are First Nations, Metis or Inuit to understand and track where they are in their learning, SEL, and any supports that may be required for academic and/or social emotional success. • Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students. • 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 	<p>Ongoing</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Knowledge base of teachers and passion to understand Indigenous perspectives and ways of knowing and embed into practice • Teacher leaders' commitment to developing the capacity of faculty through Grizzly Greetings, celebrations, and connecting with knowledge keepers <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Connecting with elders and knowledge keepers in meaningful ways • Connecting with and tracking our Metis and Indigenous students to support them <p>Next Steps:</p> <ul style="list-style-type: none"> • Organize Indigenous presenters to come to the school • Enact strategy 3 	

Teaching, Learning and Leadership Results Analysis		
Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. 	<ul style="list-style-type: none"> • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners.

	<ul style="list-style-type: none"> 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. <p>Curriculum is relevant, clearly articulated and designed for implementation within local contexts.</p>	<ul style="list-style-type: none"> 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. <p>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.</p>
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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 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						

2020-2021	96%	93%	88%	88%	88%	73.3%
2021-2022	76%	96%	85%	84%	86%	88.9%
2022-2023	86%	90%	90%	81%	91%	72%
Evaluation	Excellent	Excellent	Excellent	Good	Excellent	Good

<p align="center">Strategies: Advance excellence in teaching, learning, and leading</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Task Design and Assessment</p> <ul style="list-style-type: none"> Engage staff in an analysis of the student intellectual engagement data and achievement data. Continue to grow our understanding of and use of digital portfolios in order to develop assessment capable learners. 	<p align="center">Excellent</p>
<p>Strategy 2: Professional Learning</p> <ul style="list-style-type: none"> Create leadership team to co-design Professional Learning Days and faculty meetings. Staff PD days on supporting teachers to become intentional designers of learning Focus on sharing high impact teaching approaches and pedagogical moves such as “Variation Theory” Use new Science Curriculum to go through the design process (proper task design – Galileo) 	<p align="center">Excellent</p>
<p>Strategy 3: PLC Structures, Processes and Protocols</p> <ul style="list-style-type: none"> Continue with High Impact Teams (HIT) framework using protocols and evidence of student learning School-based HIT focused on task design and common understanding of assessments and standards Continue with vertical collaborative groups during school-based PD days to share effective pedagogical practices 	<p align="center">Good</p>

- Areas of Strength:**
- Using classroom-based assessments to monitor student growth in an ongoing way and discussing next steps
 - Collaborating in grade level teams to discuss and design learning/assessments
 - Using portfolios to focus on growth
- Areas for Growth:**
- Tightening process and structure of HIT for more consistency
 - Tightening up grade level goals and making school goals more visible

Next Steps:

- Continue with vertical collaborative groups during school-based PD days to share effective pedagogical practices
- Continue to have PD Leadership team support professional learning
- Create a structure to share goals, roles and report out for each HIT meeting