Year 3 - Meadow Ridge 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 2023-2024

Meadow Ridge

2023-2024 School Land Acknowledgement

Meadow Ridge acknowledges that we learn and play on Treaty 7 Land, the traditional territories of the Blackfoot Confederacy including the Siksika, Piikani, Kainai, Tsuut'ina, and Stoney Nakoda First Nations. This land is also the proud home to the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Metis Government of Alberta. We express our gratitude for the lessons the land shares with us each and every day allowing all those who are part of Meadow Ridge School to plant curiosity, cultivate community and grow global citizens.

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

Our Vision
Engagement, Support and Success for Each Learner.

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

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

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

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

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

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

About Our School

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. Our vision and mission:

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 Grizzly. Like the Grizzly, we are resilient, and adaptive, we know when to walk away, are 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.
- Feedback matters - learning is a journey of continuous improvement, which requires reflection and action on feedback from others.

With 35 certificated 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, digital media, band, outdoor education, and drama to name a few. Kindergarten to Grade 5 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

Value was the concept we focused on during the 2023-2024 school year. Specifically, we wondered…, "What is the value of school as experienced through the eyes of our students?" We focused on a trait each month and dedicated time during our Grizzly Gathering and within our program of studies. To explore 'value' we:

- Hosted a **Fine Arts Celebration** in the spring showcasing band, choir, and art along with Jr High Market highlighting products made in our CTF courses.
- We developed **assessment capable learners** using digital portfolios.
- We continue to **nurture our community** by giving back and creating charitable citizens. The school focused on school, local and international charities.
- The **Leadership** class ideated different events for the school, pitched them to the administration, and then implemented them within the school. They consisted of selling popcorn to raise money for lunch program supported through Star Fish Foundation, a charity we support as a school; Jr High Sports Day; and Fine Arts CTF Market. They also planned several student-led events such as Western Day, selling root beer floats school dances and pep rallies.
- Teachers explored strategies within UDL (Universal Design for Learning) to better **supports learners** who require targeted and individualized supports.
- Through the Christmas Market, students were emersed in **entrepreneurialism and financial literacy.**

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

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**:

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	82%	High
Citizenship	88%	High
Education Quality	85%	High
Lifelong Learning	78%	High
Parental Involvement	68%	Intermediate
Program Access	79%	High
Program of Studies	88%	High
Program of Studies/At risk students	79%	High
Safe and Caring Schools	90%	Very High
School Improvement	70%	Intermediate
Student Learning Engagement	90%	Very High
Welcoming Caring Responsive Student Learning Environment	91%	Very High
Work Preparation	77%	High

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	71.4	n/a
Citizenship	75.8	Intermediate
Education Quality	84.9	Intermediate
Lifelong Learning	74.9	Intermediate
Parental Involvement	67.2	Very Low
Program Access	59.4	Very Low
Program of Studies	79.7	High
Program of Studies/At risk students	70.8	Very Low
Safe and Caring Schools	86.4	High
School Improvement	63.2	Very Low

Student Learning Engagement	76.5	n/a
Welcoming Caring Responsive Student Learning Environment	83	n/a
Work Preparation	76.1	Intermediate

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

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
- Parents planned a Family Dance and auction

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

Stakeholder Engagement Results Analysis

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

		respond with flexibility and understanding

Measures and Targets

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

Provincial

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

Local

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

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

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment*	Evaluation *Impact of strategies implemented*
Strategy 1: Student Engagement Continue to develop and build leadership initiatives for students at multiple grade levels such as: students offering and leading clubs related to interests/passions Jr High feedback lunches with admin Utilizing CTF classes as leadership opportunities for students to take ownership over school (announcements, advertisements, leadership) Ensuring our leadership class mobilizes student voice to advocate for change and for events	**Low**
Strategy 2: Staff Engagement 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	**High**
Strategy 3: Parent Engagement Continually seek out parent feedback with regards to our school's direction through: • Bang the Table • AERR survey to all parents Celebrating school council achievements and initiatives. Increase collaboration with the School Council and Fundraising Society to recruit more parents.	**Intermediate**
Strategy 4: Community Engagement Collaborate with and stay in tune with current and future community support systems to provide accurate information to families and staff. Connect with more local businesses with support for CTF, fundraising	**Intermediate**

Strategy 5: Communications 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	**Intermediate**

Areas of Strength:
- Consistency with communication including teachers communicating with parents and regular school communication
- Responding to parent survey
- Established a Leadership Team
- Committees such as the Traditions Committee and Grizzly Gathering Committee promote engagement for students and staff
- Extended relationship amongst school community, parent and local businesses

Areas for Growth:
- Expand structures and strategies to share out faculty voice and response to their voice including PD Committee, faculty meetings, etc.
- Student engagement and Leadership.
- Maintain and expand a shared Leadership Team.
- Leadership opportunities for Elementary students.
- Utilizing CTF classes as leadership opportunities for students to take ownership over school (announcements, advertisements, leadership).

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.
- Make Professional Learning Plan more visible to staff, including the "why".
- Extend opportunities for engagement through CTF classes (utilizing local talent such as entrepreneurs, artists, culinary personnel etc.).
- Utilize social media as tools to share student learning (ex: Instagram, live-stream events).

Continuous Improvement Results Analysis

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

		continuous improvement in student growth and achievement

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

Provincial

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

Local

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

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

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	93.5%	77.3%	76.1%

2021-2022	71.8%	60.9%	53.2%
2022-2023	85.3%	74.3%	67%
2023-2024	84.9%	67.2%	63.2
Evaluation	**Very High**	**Very Low**	**Very Low**

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	90%	87%	95%	89%	76%	64%
2022-2023	91%	81%	92%	84%	65%	65%
2023-2024	90%	88%	85%	90%	82%	68%
Evaluation	**Very High**	**High**	**High**	**Very High**	**High**	**Intermediate**

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment*	Evaluation *Impact of strategies implemented*
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.	**High**
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.	**High**

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
- Implementation of common, school wide Social - Emotional Learning

Next Steps:

- Refining our continuum of supports, structures and supports for students and making it visible to parents and students
- Making connection between the concepts in the AERR survey and our School Education Plan

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

Learning Supports Results Analysis

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

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

Provincial

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

Local

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

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

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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	**92.1%**	**83.1%**
2021-2022	79.4%	68.1%
2022-2023	86.5%	74.4%
2023-2024	86.4%	71.4%
Evaluation	High	N/A

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	**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%
2023-2024	93% 85% AVG=89%	76% 84% AVG=80%	78% 73% AVG=76%	83% 57% AVG=70%	85% 85% AVG=85%

Evaluation	Very High	High	High	Intermediate	Very High

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgment*	Evaluation *Impact of strategies implemented*
Strategy 1: Utilize Community Supports • Collaborate with Minds Matter to design effective and responsive universal supports for staff and student SEL wellness • 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 • Reach out to outside agencies such as Rowan House, Calgary Centre for Sexuality, LUNA, AHS for outside agencies.	High
Strategy 2: Strategy 2: Evidence-Based Practices • Continue to build capacity around Positive Behaviour Supports, Restorative Practice and Trauma-Informed practice with faculty and parents. • Implement "Good Trouble" with fidelity to provide positive reinforcement for 3 B's • Implement one block per week into JR timetable for teaches to connect with students about areas of concern and to build positive mental health. This time will use ATM boxes, education provided on cannabis use from Jason Neufeld, consent, bullying, building resilience, etc.	High
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. • Designing staff team-building activities on PD in conjunction with Staff Advisory Lead and teacher in Learning & Leading • Implement community recognition form to acknowledge school faculty, student and families who should be celebrated.	Intermediate

Areas of Strength:
• Created consistent behaviour expectations through development of K-9 Grizzly Behaviour Matrix

- Outside agencies and community members in to support through presentations and motivational speakers was well received (LUNA presentation on Consent)
- 3Bs (Better, Best, Belong) continues to be common language and students know and understand what it looks like and sounds like.
- Connection time for Grades 7-9 to promote open dialogue
- Read SOS-Q data to students and provide clarity about what the question is asking

Areas for Growth:
- Staff wellness opportunities
- Understanding SOS-Q from student perspective
- Connect the concept of Wellness to Social Emotional Learning

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
- Explicitly teach regulation strategies
- Provide more opportunities for student team building in Jr High, leadership opportunities in Gr 4-6, and school clubs in K-3
- Use Grizzly Gatherings to intentionally address Social Emotional Learning

Strategies: Advance Continuum of Supports *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Creation and refinement of Continuum of Supports: • Build school-based continuum of supports for safe and caring schools. • Build school-based continuum of supports for positive behaviour supports. • Introduce UDL principles and continue to develop over time. • 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. • 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.	**Intermediate**
Strategy 2: Built in Collaboration time through CRT structure with LC/FSLC: • Re-establish regularly scheduled meetings with updated processes and protocols with Learning Coaches and FSLC.	**Intermediate**

• Review and tweak as needed at beginning of year process and protocols for Junior High and elementary CRM meetings. • Re-establish Student Success meetings during Learning Commons time with processes and protocols.	
Strategy 3: Ensure strong transitions • Revamp transition documents and expectations for yearend. • Provide clear communication to parents and teachers around strategies and program planning. • Schedule transition meeting in August with teachers before the year starts. • Schedule transition visits back to school prior to the first day.	**Very High**

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
- Transition meetings with teachers and parents

Areas for Growth:
- Structures for collaborative meetings/referrals to discuss students' needs and provide accommodations, adaptations, and interventions
- Informing parents of supports that students can access at school and in the community
- Refine draft continuum of supports to release publicly

Next Steps:
- Refine literacy and numeracy and Social Emotional continuum of supports
- Embed structures and research from Jigsaw Learning (Kurtis Hewson) for collaborative team meetings (create templates to model conversations/responses)
- Intentional professional development in literacy, numeracy and designing learning for student engagement

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 instructional strategies such as the Variation Theory and 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 to further develop phonological awareness.

- We continue to have students write Land Acknowledgements that are specific to the land that Meadow Ridge is on.

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

Student Growth and Achievement Results Analysis

Goal 1 *Desired Result* **Advance innovation and design** Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to	Outcomes *Measurable statements of what we seek to achieve*	Indicators *Indicators of achieving outcomes* - learners participate in maker-centered, career foundations technology and career

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

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **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	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%
2023-2024	79.7%	76.1%	75.8%	84.9%	74.9%	76.5%
Evaluation	High	Intermediate	Intermediate	Intermediate	Intermediate	N/A

FSD Intellectual Engagement Survey: Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below				Students responding Agree or Strongly Agree to "I often lose track of time because I am engaged in the learning"		
Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF

2020-2021	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%
2023-2024	96%	69%	83%	90%	47%	54.5%	58%
Evaluation	**Very High**	**Intermediate**	**High**	**Very High**	**Low**	**Low**	**Low**

Strategies: Advance Innovation and Design *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Re-design Junior High Options • Collaborate with Junior High teachers to re-vision CTF courses. Use the design thinking process to generate ideas and opportunities where students are using CTF courses to make a difference in our school and community. For example, digital arts learn how to create advertisements and then make posters to advertise events and fundraisers at the school; use tech design to create engaging announcements for the school and commercials; construction creates wood art and sell at a market. Offer work summary program for Grade 9 students who require more hands-on experiential learning • Get student voice on new CTF courses we can offer and rethink how they can align more with CTF curriculum.	**Intermediate**
Strategy 2: Develop elementary programming to mirror the Innovation and Design framework Have a K-6 leadership team to explore the idea of Micro Society and how we could adapt it at our school so students learn financial literacy, marketing, creating products and how to be a contributing member of our community. • Utilize Jr Achievement in Achievement classes for financial literacy • Use Learning Commons to implement more maker-learning activities • Purchase further resources to support coding and robotics	**Intermediate**
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.	Low

• Connect with parents through survey to find out areas of interest, passions, careers so we can tap into parent community.	

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:
- Identify and share best practices for instruction
- Create Makerspace opportunities for K-6 students
- Use student voice on new CTF courses we can offer and rethink how they can align more with CTF curriculum.

Strategies: Advance Learning for Transfer *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: 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. Designing learning around a concepts-based approach building off our understanding of UbD and UDL. Starting with concepts, enduring understandings and essential questions. Using thinking routines to allow students the opportunity to show their thinking rather than just knowledge and skills. Using project-based learning, problem-based learning, design thinking, place-based learning tasks to engage students in learning tasks that empower their hearts, heads, and hands. Rather than choosing one, we provide voice and choice. We understand that teachers may use any combination of these throughout the year based on the purpose of learning and learners in their class. Using disciplinary literacy in all subjects through reading, writing, listening, speaking and viewing. For example, we want students to think like mathematicians in math; journalists in LA; authors in LA; geologists in science; environmental scientists in science; historians in Social, etc.	**Intermediate**

Ensuring that learning extends beyond the walls of our learning studios. How do we learn in the community around us and how might we bring experts into our learning spaces?	
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.	**Intermediate**

Areas of Strength:
- Embedded collaboration time for K-6
- UBD and UDL utilized in designing learning
- Cumulative participation of student agency, thinking routines, project-based learning, disciplinary literacy etc.

Areas for Growth:
- Structure HIT and PD to allow for more sharing and learning of high impact instructional strategies and designing for transfer
- Embedded collaboration time for Grades 7-9

Next Steps:
- Create structure for sharing and reporting in HIT
- Design learning for staff that creates opportunities for teachers to learn and share instructional strategies
- Focus on design for transfer/intellectual engagement and developing common understanding and commitment

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

		• FSD Truth and Reconciliation Toolkit supports improved Indigenous student success • First Nation, Metis and Inuit families that are actively involved in educational decisions • the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
Goal 4 *Desired Result* **Advance literacy and numeracy** Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.	**Outcomes** *Measurable statements of what FSD seeks to achieve* Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. "Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning." *AB ED Ministerial Order on Student Learning*	**Indicators** *Indicators of achieving outcomes* • learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy • learners apply knowledge, understanding and skills in real life contexts and situations improvement in students' ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades • improvement in students' knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) • improvement in foundational numeracy and mathematical knowledge and skills for all students

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

Provincial

- **Learning Outcomes (PAT & 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.

- o 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

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Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6 & Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	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

Year										
2022-2023	NA	NA	NA	NA	77.6%	16.5%	78.8%	14.1%	NA	NA
	72.9%	10.4%	54.5%	6.5%	72.7%	14.3%	75.3%	13.4%	NA	NA
2023-2024	NA	NA	NA	NA	83.6%	17.8%	NA	NA	NA	NA
	90.3%	19.4%	45.5%	9.1%	64%	16%	70.7%	18.7%	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**
2020-2021	58%	56%	62%
2021-2022	67%	73%	66%
2022-2023	72%	73%	69%
2023-2024	70%	75%	67%
Evaluation	Intermediate	Intermediate	Intermediate

MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019			
Performance Measures	**Number**	**Patterns and Relations**	**Shape and Space**	**Statistics and Probability**
2020-2021	60.5%	69%	57%	69%
2021-2022	52%	68%	54%	81%

2022-2023	60%	72%	59%	68%
2023-2024	67%	78%	72%	80%
Evaluation	**Intermediate**	**High**	**Intermediate**	**High**

Strategies: Advance Literacy and Numeracy *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: 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.	**High**
Strategy 2: **Develop consistency amongst best practices:** • 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, Heggerty approach, and Secret Stories.	**High**

Areas of Strength:
- Using relevant data to drive instruction and structures
- Collaborating and using shared assessments, assignments, co-marking
- Consistency within grade level to 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
- Use Curriculum Corner (Learning Cycles) to embed literacy and numeracy across Learning Outcomes

Next Steps:
- Develop consistency amongst divisional levels with common language and programming
- Develop a strong continuum of support for literacy and numeracy including intervention programs
- Provide opportunities for certificated staff to co-create assessments, assignments, CTF learning

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

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2020-2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 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%
2023-2024	75%	50%	61%	75%	57%	75%	70%	50%	84%	50%	64%	75%	79%	50%	85%	50%	76%	75%
Evaluation	+12 High	Inter	+6 High	High	+1 Inter	High	-1 High	Inter	+5 VH	Inter	Inter	High	+1 High	Inter	+8 VH	Inter	-3 High	High

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 Incorporate 'student-created' Land Acknowledgement and Blackfoot name into all events and assemblies as well as create signage for the entrance of the school. Continue to embed and develop understandings of the 7 Teachings of a Grandfather and learning from nature into our "Heart of the Grizzly" characteristics • 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	**Intermediate**
Strategy 2: Increase connections with Elders, Knowledge Keepers and artists to build knowledge and understanding. • 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	**Intermediate**
Strategy 3: Support Indigenous, Métis, and Inuit students • 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	**Low**

Areas of Strength:
- 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

Areas for Growth:
- Connecting with elders and knowledge keepers in meaningful ways
- Connecting with and tracking our Métis and Indigenous students to support them

Next Steps:
- Organize Indigenous presenters to come to the school

- Explore Learning Phases from Curriculum Corner to authentically embed First Nations, Métis, and Inuit Perspectives

Teaching, Learning and Leadership Results Analysis

Goal 5	Outcomes	Indicators
Desired Result **Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement.	*Measurable statements of what FSD seeks to achieve* 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." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	*Indicators of achieving outcomes* - improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all - teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation - teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice - teachers and leaders improve their professional practice in learning for transfer - improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning - improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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

Provincial

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

Local

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

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
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%
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation						

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a

2022-2023	n/a	n/a	n/a	n/a
2023-2024	88%	95%	79%	92%
Evaluation	**Very High**	**Very High**	**High**	**Very High**

Strategies: Advance excellence in teaching, learning, and leading *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Task Design and Assessment • Focus on assessment practices - 12 Fixes for Assessment course • Using data to inform classroom practice -Classroom assessment (formative & summative), RRST, MIPI, GRADE. • 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.	**High**
Strategy 2: Professional Learning • 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 "Transition Theory" • Use new Science Curriculum to go through the design process (proper task design – Galileo) https://galileo.org/teachersasdesigners/ • https://galileo.org/classroom-examples/	**High**
Strategy 3: PLC Structures, Processes and Protocols • 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	**Intermediate**

Areas of Strength:
• Using classroom-based assessments to continuously monitor student growth and discussing next steps

- Collaborating in grade level teams to discuss and design learning/assessments

Areas for Growth:
- Structure HIT for more consistency
- Making learning visible for staff and students

Next Steps:
- Continue with vertical collaborative groups during school-based PD days to share effective pedagogical practices
- Continue to have PD Leadership team to support and direct professional learning
- Create a structure to share goals, roles and report out for each HIT meeting
- Create a schedule that provides HIT time for Grades 7-9