

Year 3 - Blackie School Annual Education Results Report 2023-24

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

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

[Blackie](#)

School Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Homeland of the Métis.

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

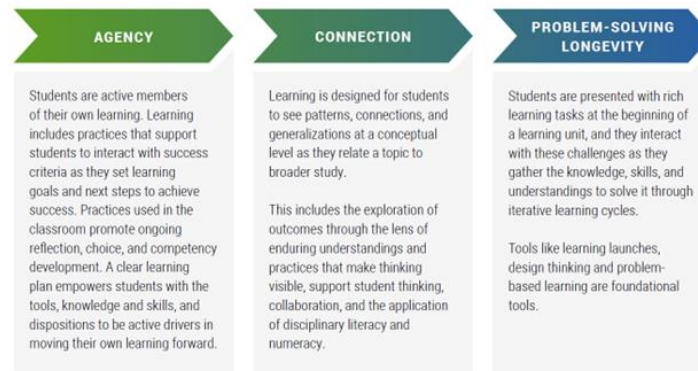
Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the 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



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

About our School

Blackie School is a small, but mighty rural school in the Hamlet of Blackie. Located just East of High River, Blackie School serves families from the Hamlet as well as from the surrounding rural areas in both the Foothills and Vulcan Counties. Originally built in 1913, the school once housed students up until Grade 12. Today, with a population of just over 105 students, Blackie School programs for students in Junior Kindergarten to Grade 8. Blackie School is rooted in tradition.

Our school has 12 staff members who work either full or part-time, with the principal having the opportunity to provide instruction as well. Because of the small number of students who attend, it is likely each teacher will have an opportunity to interact at a personal level with each student at least once during the course of a school week. Over the past four years, all but one of the teaching and administration staff have changed. While this amount of change can be difficult, there are some key staff members who also hold the story of the history of the school. This combination of staff allows for us to move forward with new ideas while at the same time, ensuring we hold to our roots.

Parents play a vital role supporting learning in our school. On any given day we have a handful of volunteers in our school, helping out in the classroom, setting up for events and prepping hot lunches. Outside of the day-to-day operations our school enjoys a partnership with a very active and supportive school council and fundraising committee. School council and fundraising have worked hard to support a number of learning needs in our school and have provided important advice around school operations. In order to provide the best possible education experience for our students we value all feedback from our parent community.

Within each classroom, teachers are committed to providing high quality instruction for students. Our team has devoted much of their professional learning time to deep and transferable learning so that our students have the opportunity to demonstrate their knowledge and skills learned in the classroom to new and unique situations in alternate settings.

Our school shares a strong bond with the surrounding community, we have often been a hub during Christmas concerts, spring performances and various athletic events throughout the school year. This connection has been further strengthened now that the modernization is complete on the physical space which enables various community groups to hold events in the building. The gym and other spaces in the building are used at least 2-3 times per week.

We are moving forward with a strong Blackie culture: Believe, Belong, Become, and refocus our efforts on the areas of academic need identified. Believe, Belong, Become are aligned to our divisional goals of engagement, support and success.

School Highlights and Celebrations

- Established a safe, caring and welcoming environment for all members of our school community
- Currently navigating a modernization that updated our physical space, allow for more variety in programming complementary courses and connect us more deeply to community groups
- Focus on outdoor learning where we have seen benefits in both academics as well as social emotional outcomes
- Commitment to developing strong inclusive teaching and learning practices to support all learners
- Strong focus on leadership development where our students take ownership of leading various celebrations throughout the year
- Partnership with Ecole Highwood High School to build effective transition plans for our grade 8 students

Alberta Education and FSD Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	80%	High
Citizenship	92%	Very High
Education Quality	86%	High
Lifelong Learning	55%	very low
Parental Involvement	78%	High
Program Access	68%	Intermediate
Program of Studies	66%	Intermediate
Program of Studies/At risk students	81%	High
Safe and Caring Schools	95%	Very High
School Improvement	78%	High
Student Learning Engagement	87%	High
Welcoming Caring Responsive Student Learning Environment	96%	Very high
Work Preparation	76%	High

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	72.9	n/a
Citizenship	74.6	Intermediate
Education Quality	81.1	Low
Lifelong Learning	58.8	Very Low
Parental Involvement	79.8	High
Program Access	61.8	Low
Program of Studies	62.8	Low
Program of Studies/At risk students	74.7	Intermediate
Safe and Caring Schools	87.7	High
School Improvement	67.3	Low
Student Learning Engagement	68.7	n/a
Welcoming Caring Responsive Student Learning Environment	85.3	n/a
Work Preparation	85.4	High

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Engagement

Our Story of Engagement

[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](#)
[Instagram](#)

Blackie School is a safe and caring place that welcomes all members of our learning community. Student voice is of the utmost importance in school improvement. As we prepare students for 21st century learning through the lens of the competencies of successful learners, it is a responsibility of our school team to give them a platform to demonstrate these competencies. In Blackie school this platform takes shape in both formal and informal ways. Meetings between Student Matters representatives and the school administrative team provide opportunity for students to engage in conversations around decision making, education plan progress and refinement of student engagement strategies. As we plan forward it will be important to embed the concepts of Engagement, Support and Success in our school vision and mission so that they can be referred to regularly with our entire student body, thus creating the conditions where communication with students provides assurance to all stakeholders.

Our parent community are strong partners in learning at Blackie School. We regularly engage with our active and invested school council that has great interest in advancing educational opportunities for all learners. Most recently our school council has pushed for improvement of learning by spearheading the campaign to have our building modernized. Their partnership in this effort will lead to improved academic and social emotional programming for students in every grade across our school. Throughout our time here at Blackie School we have maintained an open-door policy with our parent community who have proven to be open, honest and collaborative communicators that have the best interest of their children at heart.

During our recent modernization we have had the good fortune to work closely with a number of community groups and associations. We have partnered with the Blackie Agricultural Society in the past in order to access the arena for both our skating and hockey programs. Part of the rationale behind the modernization of our school was to make the physical space more amenable to community group use. To this end the Blackie Lions Club was engaged in both the design aspects as well as making a substantial financial contribution to our community kitchen. Our

partnership with the Lions dates back much further than recent modernization as they have been key partners in supporting learning in our school for a number of years.

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>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division • stakeholder engagement informed decision making and education plans • education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding

Measures and Targets

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

Measures and Targets

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

Provincial

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

Local

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

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

Evidence and Key Insights

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

Strategies <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>
Student Engagement: <ul style="list-style-type: none"> - Strategy 1: Student Engagement - Open, honest and regular opportunity for students to engage directly with the administrative team around strengths and areas for refinement in the school. This could include monthly focus group meetings with Student Matters reps as well as other students across all grade levels. - Engaging student leadership opportunities 	High
Staff Engagement: <ul style="list-style-type: none"> - Weekly Tuesday briefings followed up with briefing notes for all staff. Weekly, embedded PLC meetings to work towards support and success goals. 	High
Parent Engagement: <ul style="list-style-type: none"> - Time during school council meetings to update families on Ed. Plan progress and to gather feedback on learning and operations. - -Local Parent Survey to collect voice and inform decisions around student learning and wellness 	Medium
Community Engagement: <ul style="list-style-type: none"> - Regular meetings with Blackie Community Association, Blackie Ag Society and Blackie Lions Club in order to continually monitor how the school and community groups can support each other. This will be of particular importance when modernization is complete, and we will be sharing physical space. – (This will look different in 2023/24) 	Low
Communications:	

- Weekly newsletter (Blackie Bark) from admin team to keep families and community apprised of school activity. Teachers will continue to develop communication plans that outline how learning will be regularly communicated from the classroom level.
 AP 360 – updated system of reporting

Medium

Areas of Strength:

- Sense of community and tradition
- All voices are heard and valued
- Driven staff in the areas of literacy and numeracy
- Student leadership is thriving in our school

Areas for Growth:

- Continuing to “iron out” some of the complexities of our school that also serves as a community hub
- Driven and committed school council, but would like to expand the group

Next Steps:

- Stakeholder engagement sessions – Parent and student focus groups as well as parent surveys
- Continued work around vision and mission. Continue to strengthen our “Moto” - Believe, Belong, Become

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> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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

		<p>used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities</p> <ul style="list-style-type: none"> • 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
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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

*g 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
2021-2022	Overall – 94.4	96.7	80.4
2022-2023	Overall - 84.5%	68.6%	72.3
2023-2024	Overall – 81.1%	79.8	67.3
Evaluation	High/Maintained	Intermediate/Improved	Declined/low

20FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	Literacy – 87 Numeracy – 94	Follow Rules – 71 Respect Each other – 63	Satisfied with Quality – 76%	Welcoming – 77% Caring – 71%	Access to Support – 54% Don't know 24%	Satisfied or Very Satisfied - 58%
2022-2023	94%	81%	95%	74%	75%	67%

2023-2024	87%	92%	86%	95%	80%	78%
Evaluation	High	Very High	High	Improved/Very High	High	Intermediate/improved

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Advance school-based community engagement to ensure Blackie School is capturing and responding to the voice of all of our stakeholders.	Intermediate
Strategy 2: Advance the understanding of students, staff, and parents around leveraging assurance data to collaboratively plan for improving student growth and achievement through focus groups, led by Student Matters to discuss and implement best practices around communication and collaboration	High
Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	Intermediate

Areas of Strength:

- School is considered very highly safe and caring overall
- All areas in the FSD Assurance Survey have seen growth this year.

Areas for Growth:

- Continue to leverage data to inform next steps, considering parent, teacher and student voice
- Increase opportunities for parent voice and engagement

Next Steps:

- Tighten communication with families around supports that are offered to students (Make clear and visible)
- Engage parent focus group to analyze this data and publish findings and next steps

Support

Our Story of Support

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

[AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All](#)

[A Flourishing Community](#)

[Celebrating our Flourishing Community](#)

[Parent and Community Connect](#)

[Inclusive Learning](#)
[Student Learning](#)
[Support for Parents](#)
[Truth and Reconciliation for Learner Success](#)

Since Blackie is small school population, support for students is provided by all staff with nearly all students. Teachers know their students and their needs well and bring any concerns to the table with all staff as needed. As part of this support team, our school has a part time FSLC, who has been part of the school staff for many years. She works closely with teachers, administration and families to ensure that family and student supports that are needed are provided to the best of her ability. Blackie is in a unique situation in that there are no medical or otherwise supports in the school, which requires the staff to think outside the box when situations arise that may require medical supports.

Within the classroom, teachers create supportive learning environments in which students know how they can get the academic supports they need, and from whom. We start each day as a soft start, which allows students time to connect with each other and their teachers as needed, thus setting them up for success for the day. We have three EAs in the building each day, who support the teachers by working either individually or in small groups with students who may require extra time or support.

Universally, throughout the year we revisit our education plan and professional development plan with our staff team. On an ongoing basis our team makes evidence-based decisions that informs practice on the universal, targeted and when necessary individual levels. Strategies to improve teaching and learning in our school are developed and reflected upon and refined during PLC meetings and professional development days. It is important to note that decisions around learning are made collaboratively to promote consistent learning experiences school wide, while also respecting staff autonomy to work with students in a manner they feel is most effective given their context.

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 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 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</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 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 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

- Provincial**
- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
 - **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.
- Local**
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
 - **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
 - **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
 - **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

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

<p>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.</p>		
<p>Provincial Performance Measures</p>	<p>Safe and Caring</p>	<p>Access to Supports and Services</p>

2020-2021	Overall – 90.2		Overall – 79.8		
2021-2022	Overall – 87.6		Overall – 80.4		
2022-2023	Overall - 89.1		Overall – 70.3		
2023-2024	Overall - 85.3		Overall – 72.9		
Evaluation	Declined slightly - high		Slight Increase - intermediate		
<p>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.</p>					
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	83% At or Above	80% at or above	55.8% at or Above	59.3% at or above	79% at or above
2021-2022	80% at or above	70% at or above	50% at or above	50% at or above	69% at or above
2022-2023	92.5% at or above	78% at or above	76.5%	73.5%	86%
2023-2024	100%	90% at or above	97%	87%	97%
Evaluation	Improved - very high	Improved – Very High	Improved – Very high	Improved - High	Improved – Very high
<p style="text-align: center;">Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>					<p style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Continued focus on Social Emotional Learning</p>					<p style="text-align: center;">Highly effective</p>
<p>Strategy 2: Regular Wellness Check in with students, staff and families</p>					<p style="text-align: center;">In place informally, each morning during soft start</p>

Strategy 3: Dedicated Wellness time on PD Days, with the understanding that wellness is deeply personal and individualized	Teachers are given wellness time during PD days, including having breakfast and/or lunch together.
<p align="center">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></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
Strategy 1: Refine, display and continually refer to our continuum of supports that was first developed in fall 2019.	Staff know and understand and refer to the continuum
Strategy 2: Dedicated time during PLC meetings to deepen understanding around Universal, Targeted and Individualized supports and how they apply to particular students in our school.	Targeted and universal practices are strong
Strategy 3: Developing and implementing Response to Intervention Literacy model in order to support all students	This is ongoing work, as it is part of our school wide PD plan
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Safe, Caring and Welcoming Environment as perceived by both parents and students • External Resilience is relative strength <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Continuum of Supports • Need to focus on self-regulation in students (Play is the Way) <p>Next Steps:</p> <ul style="list-style-type: none"> • Make Continuum of Supports well known, understood and visible for all. • Continue with Student of the Month work as aligned to Play is the Way • Implement literacy intervention program (BLT) across all grades 	

Success

Our Story of Success
[Alberta Learning Competencies](#)

[Assessment and Reporting](#)
[Career Education](#)
[Innovation and Design](#)
[Learning that Transfers](#)
[First Nations, Métis, and Inuit student success](#)
[French Immersion](#)
[Literacy](#)
[Numeracy](#)

Learning in our school is diverse with many formal and informal opportunities for students to demonstrate their knowledge, skills and understandings in a number of settings. Defining personal excellence has been at the core of our work with our students, staff team and parents. We have an understanding that all learners are at different places in their educational journey, but when we give them voice in what excellence means to them they are empowered to learn and grow to their fullest potential. It is our aim to help students understand where they are, where they want to be and how to get there.

As a staff team we have worked to develop high quality literacy and numeracy supports in our school. PLC groups work collaboratively to design learning opportunities that can be universally accessed by the students in our school. Other supports take shape in the form of targeted reading and numeracy intervention groups that are supported by both teachers and support staff. Benchmarking assessments such as RRST, F&P and SPARKLE are used to help determine which students might require small groups support, but these assessments are combined with teachers’ professional judgement in order to best support student need.

Our school is extremely fortunate to have a maker centered learning commons where students can create and build in a variety of ways with a number of materials to demonstrate their learning. In the coming years we see this space (supported by both teachers and learning commons facilitator) becoming central to student learning in our school, especially as we work to build teacher capacity around innovation, design and maker centered learning.

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i>	Outcomes	Indicators
<p style="text-align: center;">Advance innovation and design</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>	<p style="text-align: center;"><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically. 	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.

		<ul style="list-style-type: none"> learners apply knowledge, understanding and skills in real life contexts and situations
<p align="center">Goal 2 <i>Desired Result</i></p> <p align="center">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 align="center">Outcomes</p> <p align="center"><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 students will be well prepared for their future while remaining current and relevant in the local and global contexts 	<p align="center">Indicators</p> <p align="center"><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 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
2021-22	78.2	N/A	83.4	94.4	N/A	78.2
2022-2023	67.4%	100%	77%	87.5%	72.7%	70.2%
2023-2024	53.8%	87.5%	51.9	60.6%	58.8	74.2%
Evaluation	Very Low	High/declined	Very Low	Low/declined	Very Low	Intermediate/improved

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

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF	Support
2021-2022	94%	85%	93%	84%	ELA – 59% S.S - 73%	Math – 78% Sci – 75%	75%	
2022-2023	93%	74%	88%	91%	42.5%	66%	74%	94%
2023-2024	95%	78%	89%	91%	59%	67%	62%	93%

Evaluation	Very high	High/improved	high	high	Low/improved	Low	Low/declined	Very high
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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: Create and implement a strong complimentary course program (Gr. 5-8) using new CTS space (supported by our CPIP grant)	This is ongoing work, supported by community, businesses and Skills Canada
Strategy 2: - Strong collaboration between our team Cayley School and Highwood High School to design innovative learning opportunities for students	This is ongoing work. The barrier of the cost of bussing is a factor we are working into our plans
Strategy 3: - Create student agency by involving them in programming choices	Students feel they have more voice this year.

Areas of Strength:

- Created a Leadership CTF/CTS block to enhance leadership capacity in grade 7 & 8 students.
- Growth or maintenance across nearly all measures in student intellectual engagement survey
- Growth in engagement during ELAL/SS learning time

Areas for Growth:

- Building capacity in teaching staff to provide options for students during CTF/CTS
- Gathering student voice in programming choices

Next Steps:

- Create time and space for a passion project that can be more long term as part of CTF/CTS
- Gathering student voice in programming choices and recruiting volunteers to support different options

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>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: - Targeted professional learning around design and assessment practice that supports learning for transfer in literacy in our PLC groups and on Collaborative Learning days.	PLC time is now embedded, which allows for more of this work

Strategy 2: Deep focus on understanding new curriculum and the opportunities provided within it for deep and transfer learning	Science curriculum lends itself to this
Strategy 3: Collaborative planning with Cayley School to provide students opportunity to demonstrate transfer of learning	ongoing

Areas of Strength:

- PLC time improved student literacy outcomes.
- All teachers engaged in our divisional Science Curriculum PD day opportunities

Areas for Growth:

- Engagement –Increase student engagement during CTF time.
- Deep understanding of the new science curriculum to effectively implement it in our classrooms.

Next Steps:

- *PLC time is now outside of student learning hours and is now whole school. Ensure this work continues to move the needle.*
- *We are working school wide at our literacy and numeracy practices to ensure deep learning that transfers and engages students*

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

		<ul style="list-style-type: none"> the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement
<p>Goal 4 <i>Desired Result</i></p> <p>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>Outcomes</p> <p><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of 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</p>	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> 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.
 - Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners**.
- High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

- **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. (We can use the DELF reading levels for grade 9)
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-8 in the areas of word recognition and reading comprehension.
- **DELF (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 7-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **EICS Math Assessment (English & French):** Base line assessment for students in grades 4, 5, 6 in the areas of number, pattern and algebra.
- **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2022-2023	NA	NA	NA	NA	70	0	70	20	NA	NA
2023-2024	NA	NA	NA	NA	69	0	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
2021-2022	56%	43%	39%
2022-2023	NA	NA	NA
2023-2024	69%	74%	66%
Evaluation	Intermediate/Improved	Intermediate/Improved	Low/Improved

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
2021-2022	NA	NA	NA	NA
2022-2023	56%	55%	68%	55%
2023-2024	67%	81%	73%	76%
Evaluation	Intermediate - improved	High - improved	Intermediate - improved	Intermediate - improved

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	
2021-2022 Baseline	89%	N/A	84%	N/A	79%	N/A	68%	N/A	79%	N/A	74%	N/A	89%	N/A	74%	N/A	84%	N/A	
2022-2023	66%	N/A	63%	N/A	55%	N/A	63%	N/A	74%	N/A	61%	N/A	71%	N/A	76%	N/A	84%	N/A	
2023-2024	79%	N/A	68%	N/A	68%	N/A	73%	N/A	78%	N/A	67%	N/A	80%	N/A	80%	N/A	85%	N/A	
Evaluation	high	N/A	Inter	N/A	Inter	N/A	Inter	N/A	High	N/A	Inter	N/A	High	N/A	High	N/A	High	N/A	

Strategies: Advance First Nations, Métis, and Inuit student success <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: Connect our Indigenous Learning Lead teachers with Divisional Indigenous Learning Facilitator in order to create embedded time at PLC meetings and PD Days to advance staff understanding of First Nations, Metis and Inuit histories, contributions and perspectives.	All staff are taking a lead in bringing indigenous ways of knowing to the classrooms and the whole school
Strategy 2: Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner.	completed
Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	ongoing

Areas of Strength:

- Focus on First Nations, Metis and Inuit outcomes in new curriculum
- First Nations, Metis and Inuit expert on staff who can help guide our learning

Areas for Growth:

- Working to gain a deeper cultural understanding of First Nations issues in our community
- Understand the First Nations, Metis and Inuit context of the Blackie Community.

Next Steps:

- Provide student voice and insight by analyzing first nations perspective
- Invite Kokum to work with our school to provide greater insight and perspective

<p align="center">Strategies: Advance Literacy and Numeracy <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: Literacy Intervention Program developed and implemented across all grade K-8.</p>	<p align="center">In progress and developing well</p>
<p>Strategy 2: Flexible groupings between classes to allow for targeted intervention</p>	<p align="center">In progress.</p>
<p>Strategy 3: Timely and accurate and regular data collection to inform instructional decisions on literacy and numeracy.</p>	<p align="center">These meetings allow for us to track student growth and the need for interventions.</p>

Areas of Strength:

- Strong teaching practice around numeracy and literacy
- Improvement in our literacy data from the previous year

Areas for Growth:

- Making sure that we are using the human resources in our school to most effectively support learning
- Improve Science of Reading instructional practices across all grades and as part of our intervention model

Next Steps:

- Rethinking and redeveloping our continuum of supports
- Developing systems and structures that are aimed at closing gaps in learning
- Create and provide time and supports for a school wide literacy intervention block

Teaching, Learning and Leadership Results Analysis

<p align="center">Goal 5 <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 excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective</p>	<ul style="list-style-type: none"> • improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and

	<p>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</p>	<p>cultural, social, and economic circumstances of all</p> <ul style="list-style-type: none"> • 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
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Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2021-2022	61	30	30	45	28	77.8
2022-2023	30	50	8	20	9	NA
2023-2024	NA	NA	NA	NA	NA	NA
Evaluation	NA	NA	NA	NA	NA	NA

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	62	87	80	77
Evaluation	Intermediate	Very High	High	High

Strategies: Advance excellence in teaching, learning, and leading <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: Continued Focus on Learning for Transfer on all PD days for staff in order to build teacher efficacy.	Embedded in literacy work
Strategy 2: Blackie Culture – who are we as Blackie Bulldogs. Develop Essential Agreements, etc	Ongoing and embedded

Strategy 3: Assessment and Reporting.	ongoing
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Areas of Strength:

- Collaboratively building and enriching our vision and mission so that it aligns with the current reality of our team
- Blackie Culture is alive and well

Areas for Growth:

- Alignment of priorities (School and System)
- Continue learning how to meaningfully implement new curriculum

Next Steps:

- Tightly structured professional learning days that reflect divisional and school goals
- Streamlined data collection and share outs for all stakeholders