

Blackie School Annual Education Results Report 2022-23

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

[School Education Plan 2021-2024 \(year 2\)](#)

[School Website](#)

School Land Acknowledgement

We are in the process of building a school based land acknowledgement

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

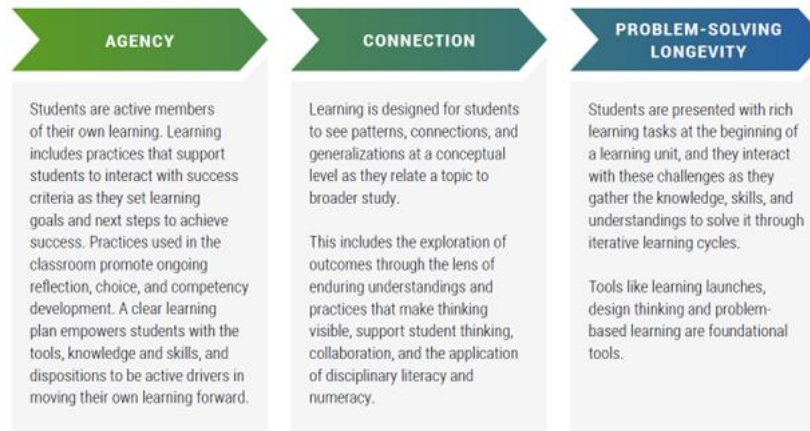
Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence

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

Our Story of Learning

» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

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

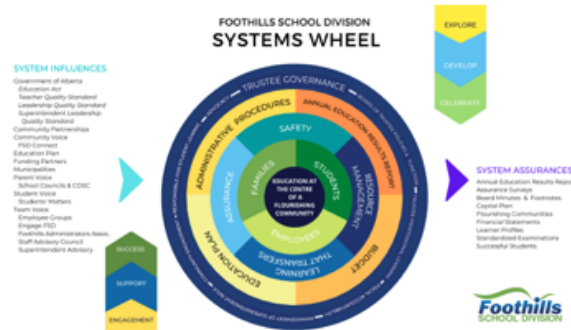
Advance First Nations, Métis, and Inuit student success

Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.

Governance

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.



Teaching and Leading

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

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 115 students, Blackie School programs for students in Junior Kindergarten to Grade 8. Blackie School is rooted in tradition.

Our school has 15 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 two 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 2-3 times per week.

With the pandemic followed closely by a complete modernization of the entire school (complete in fall 2022), Blackie staff, students and parents have been in a state of flux for the past few years. Now we are able to move forward, starting to rebuild a strong Blackie culture: Believe, Belong, Become, and refocus our efforts on the areas of academic need identified.



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 Assurance Measures Report Summary

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

Our results have been impacted by the pandemic and they will continue to be impacted for an undetermined period.

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

Engagement

Our Story of Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

FSD Footnotes

School Council Presentations



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>Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> ● engagement, support, and success for each learner. ● governance aligns with and is responsive to the needs and expectations of the learning community. ● stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. ● communication provides assurance. ● partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<ul style="list-style-type: none"> ● Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. ● Measures indicate that parents are involved in school and system decision making processes. ● Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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"> - Creation of Student Council in addition to Student Matters Team where students engage with school data - Open, honest and regular opportunity for students to engage directly with the administrative team around strengths and areas for refinement in the school. - Engaging student leadership opportunities 	<p>School Council is not running this year. Student Matters team is strong and engaged.</p> <p>Students enjoy multiple student leadership opportunities</p>
Staff Engagement: <ul style="list-style-type: none"> - Embedded staff learning time in the school day - Regular check ins (formal and informal) to determine both professional and personal wellbeing of our team - Weekly briefings to keep staff informed of school happening - Revisiting vision, mission and values 	<p>Teachers are able to meet regularly to discuss and improve their practice</p> <p>Staff know and live the Blackie Moto: Believe, Belong, Become</p> <p>Staff are often found</p>

	laughing and sharing together in the staff room
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. As per AP 118 - Local measures to help gain an understanding of parent perceptions toward our school (Blackie School Learning and Environment Survey) 	School Council is fairly well attended. We are starting to attract newer families.
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 now that modernization is complete and we are sharing the physical space. 	Not in place as of yet.
Communications:	

Areas of Strength:

- Sense of community and tradition
- All voices are heard and valued

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. Create a Blackie Bulldogs “Moto” - Believe, Belong, Become

Continuous Improvement 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>
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.	<ul style="list-style-type: none"> • Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. 	Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement. <ul style="list-style-type: none"> • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous

	<ul style="list-style-type: none"> ● The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. ● Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. <ol style="list-style-type: none"> 1. A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. 2. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p>improvement in student growth and achievement through provincial and local measures.</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.
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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 percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
 - **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
 - **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Local**
- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
 - **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
 - **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	NA	NA	NA
2020-2021	Overall – 85.2	60.0	78.5
2021-2022	Overall – 94.4	96.7	80.4
2022-2023	Overall - 84.5%	68.6%	72.3
Evaluation	High	Low	Intermediate

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021	NA	NA	NA	NA	NA	NA
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%
Evaluation	Same	Improved	Improved	Same	Big improvement	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: Student Council to analyze achievement and social emotional data	These data points are shared at school council meetings to ensure that parents' voice is being

	taken into account.
Strategy 2: Sections on weekly newsletter outlining parent involvement opportunities	Parents are beginning to volunteer in the school again
Strategy 3: Parent focus group to analyze achievement and social emotional data	Not in place at this time

Areas of Strength:

- Improving in Education Quality year over year
- Strong literacy and numeracy perceptions by parents

Areas for Growth:

- Parent engagement in AEAS is limited and thus provides few key insights (Though participation in local measures indicates families are supportive of education quality in Blackie School.
- Increase opportunities for parent voice

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](#)
- [Safe Positive Schools](#)
- [FSD Resilience](#)
- [Inclusive Learning](#)
- [Student Learning](#)
- [Indigenous Learning](#)
- [Student Supports](#)
- [Supports for Families](#)
- [Community Supports](#)

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 two 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 are active, healthy, and well. ● Learners contribute to developing and advancing cultures of wellness and well-being. ● Learners contribute to and feel welcomed, cared for, respected and safe. ● Learners demonstrate understanding and respect for the uniqueness of all learners. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Learners access a continuum of supports to be successful. ● Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. 	<ul style="list-style-type: none"> ● Improved wellness and well-being in students and staff. ● Learning environments are welcoming, caring, respectful and safe. ● Improved understanding of an inclusive education system. ● Improved collaboration with education partners to support learning. ● Improved wrap around services and supports enhances conditions required for optimal learning and wellness. ● Continuum of supports enriches learning and meets the need of students, families, staff, and communities.

	<ul style="list-style-type: none"> • Learners build resilience and positive mental health skills. • Students’ Matters and Staff Advisory take action to support wellness and well-being system wide. 	
<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 demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. • Learning environments are welcoming, caring, respectful and safe. • Structures and systems support learning and meet the needs of students, families, staff, and communities. • Learners access continuum of supports. • Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Continuum of Supports is visible and accessible. • Collaboration with education partners to support student learning and well-being.

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

<p>Provincial</p> <ul style="list-style-type: none"> • 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. <p>Local</p> <ul style="list-style-type: none"> • SOS-Q (Student Orientation to School Questionnaire): Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities. • Access to Supports through a Continuum of Supports: Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff). • Staff Advisory (Guarding Minds Survey) and Students’ Matters input and feedback. • Evidence of Principles and Practices that tell the story of learning and that provides assurance of continuous improvement and student growth and achievement.

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	NA	NA
2020-2021	Overall – 90.2	Overall – 79.8
2021-2022	Overall – 87.6	Overall – 80.4
2022-2023	Overall - 89.1	Overall – 70.3
Evaluation	Remained same - high	Decreased - intermediate

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

above national norm

Performance Measure	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
2019-2020	94.6	79.2	67.5	48.6	70.65
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%
Evaluation	Improved - very high	Improved - intermediate	Improved - high	Improved - intermediate	Improved – high

<p align="center">Strategies: Advance Wellness and Well-being</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>- Strategy 1: Continued focus on Social Emotional Learning</p>	<p align="center">Need to be targeted around Self Confidence and Internal Resilience</p>
<p>- Strategy 2: Regular Wellness Check in with students, staff and families</p>	<p align="center">In place informally, each morning during soft start</p>
<p>- Strategy 3: Dedicated Wellness time on PD Days, with the understanding that wellness is deeply personal and individualized</p>	<p align="center">Teachers are given wellness time during PD days, including having breakfast together.</p>

<p align="center">Strategies: Advance Continuum of Supports</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>- Strategy 1: Refine, display and continually refer to our continuum of supports that was first developed in fall 2019.</p>	<p align="center">Staff know and understand and refer to the continuum</p>
<p>- 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.</p>	<p align="center">Targeted and universal practices are strong</p>
<p>Strategy 3: Developing and implementing Response to Intervention Literacy model in order to support all students</p>	<p align="center">This is ongoing work, as it part of our school wide PD plan</p>

Areas of Strength:

- Safe, Caring and Welcoming Environment as perceived by both parents and students
- External Resilience is relative strength

Areas for Growth:

- Need to focus on self confidence in students
- Need to focus on Internal Resilience

Next Steps:

- Student Focus group (Student Matters) as well as parent focus group to analyze data
- Gain staff voice in determining their insights around student self confidence
- Create, share and implement a Student and Parent Handbook that outlines the Positive Behaviour Continuum

Success

Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

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



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 GRADE 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.

As part of the modernization process over the last two years we have made the decision to focus more whole heartedly on learning outdoors. Each grade level has begun undertaking the process of looking at curricular outcomes and then orienting teaching and learning strategies toward those outcomes in an outdoor setting. This learning has taken shape in the form of simple tasks like taking a class outside to read and then having them reflect on the story, as well as more complex learning tasks like reviewing science vocabulary through an orienteering activity. Both teachers and students have reported that in the outdoor setting students are more engaged, more calm and more reflective on their work. As we have seen these benefits this learning will continue to be a priority moving forward.

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

<p>Goal 1</p>	<p>Outcomes</p>	<p>Indicators</p>
<p><i>Desired Result</i></p> <p>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><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success.

	<ul style="list-style-type: none"> • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
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<p>Goal 2 <i>Desired Result</i></p> <p>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>Outcomes</p> <p><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p>Indicators</p> <p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students’ ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact 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

<p>Provincial</p> <ul style="list-style-type: none"> • Student Learning Engagement: Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
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- **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, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	55.5	N/A	85.3	85.2	N/A	75.2
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%
Evaluation	Low	Very high	Intermediate	High	Intermediate	Intermediate

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
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2020-21					
2021-22					
Evaluation					

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
2019-2020								
2020-2021	85%	74%	84%	83%	ELA – 48% S.S. - 48%	Math – 69% Sci – 17%	38%	
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%
Evaluation	Very high	intermediate	high	high	Very Low	Low	intermediate	Very high

<p align="center">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></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Create and implement a strong complimentary course program (Gr. 5-8) using new CTS space (supported by our CPIP grant)</p>	<p>This is ongoing work, supported by community businesses and Skills Canada</p>

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:

- **Collaboration between Cayley and Blackie to develop complimentary courses**
- **Growth across all measures in student intellectual engagement survey**

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 a Leadership CTF/CTS block to enhance leadership capacity in grade 7 & 8 students.
- Create time and space for a passion project that can be more long term as part of CTF/CTS

<p align="center">Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<ul style="list-style-type: none"> - Strategy 1: - Targeted professional learning around design and assessment practice that supports learning for transfer in our PLC groups and on Collaborative Learning days. 	<p align="center">PLC time is now embedded, which allows for more of this work</p>
<ul style="list-style-type: none"> - Strategy 2: Deep focus on understanding new curriculum and the opportunities provided within it for deep and transfer learning 	<p align="center">Science curriculum lends itself to this</p>
<p>Strategy 3: Collaborative planning with Cayley School to provide students opportunity to demonstrate transfer of learning</p>	<p align="center">ongoing</p>

Areas of Strength:

- **Collaboration between Cayley and Blackie to develop complimentary courses**
- **Growth across all measures in student intellectual engagement survey**

Areas for Growth:

- **Engagement – students report lower than ideal levels of engagement in subject specific areas of SS/SC and ELA/Math**
- **Deep understanding of the new science curriculum to effectively implement it in our classrooms.**

Next Steps:

- *Given the disruption students experienced due to unforeseen circumstances, in their learning, the data collected last year through the surveys may not reflect the actual outcomes.*
- *We are working school wide at our literacy and numeracy practices to ensure deep learning that transfers and engages students*

<p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p>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.</p>	<p style="text-align: center;">Outcomes <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. • Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. • Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. • All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. • Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • Measures indicate improvements in attendance, achievement, and high school completion. • Learners share positive experiences and conditions for success. • Learners experience respectful and reciprocal relationships with their school community.
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p>Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

- Learners apply knowledge, understanding and skills in authentic contexts and situations.
- Deep transferable learning.

Measures and Targets

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

Provincial

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 provincial achievement tests in Language Arts, Math, Social Studies and Science.
 - **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

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

Evidence and Key Insights

Advance Literacy and Numeracy

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 6)

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

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	68%	64%	63%
2020-2021	48%	29%	37%
2021-2022	56%	43%	39%
2022-2023			
Evaluation	Low	Very Low	Very Low

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	NA	NA	NA	NA
2020-2021	NA	NA	NA	NA
2021-2022	NA	NA	NA	NA
2022-2023	56%	55%	68%	55%
Evaluation	low	low	low	low

Evidence and Key Insights

Advance First Nations, Métis, and Inuit student success

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

Cultural Perspectives Survey

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

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-2023	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
Evaluation	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

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:** 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:

Strategy 3:

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:

- **Defined time for indigenous lead teacher to share learnings during staff meeting**
- Provide student voice and insight by analyzing first nations perspective
- Create a school wide Blackie Land Acknowledgement

<p style="text-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 style="text-align: center;">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Flexible Cross grade groupings for literacy and numeracy support</p>	<p>Based on the data of our literacy and numeracy results, this is one of our biggest areas of focus</p>
<p>Strategy 2: Focus on using math manipulatives to support concrete learning of numerical concepts</p>	<p>Each classroom is provided with manipulatives to support math learning. Teachers and students are working to use them effectively</p>
<p>Strategy 3: Targeted intervention meetings to support individual need</p>	<p>These meetings allow for us to track student need and interventions.</p>

Areas of Strength:

- **Strong teaching practice around numeracy and literacy**
-

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**

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Professional learning is aligned to standards of professional conduct and standards of professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. • Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice resulting in deep and transferable learning. • Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. • Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. • Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	NA	NA	NA	NA	NA	87.5
2020-2021	85	45	45	60	72	N/A
2021-2022	61	30	30	45	28	77.8
2022-2023	30	50	8	20	9	NA
Evaluation	Very Low	Low	Very Low	Very Low	Very Low	NA

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: Focus on Learning for Transfer on all PD days for staff to build teacher efficacy. This professional learning will be brought to life for students through our school wide playground planning project.	Playground is planned and built – we will be creating a new strategy
Strategy 2: Staff pd planning committee	Whole staff is part of the PD planning.
Strategy 3: re-define vision and mission	Ongoing targeted work. We have built a moto of Believe, Belong, Become so we have common language.

Areas of Strength:

- Collaboratively creating our vision and mission so that it aligns with the current reality of our team
-

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
- Create staff planning team to design learning for PD days