

Heritage Height 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 would like to acknowledge that as Huskies, we are gathered on the traditional territories of the Niitsitapi (Blackfoot) and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikani, the Kainai, the Tsuut'ina, and the Stoney Nakoda First Nations. Our school is also home to the Rocky View District of the Otipemisiwak Métis Government for the Métis Nation within Alberta. We are grateful for the histories, languages, cultures, and traditions of this land that influence us and contribute to our growing knowledge and education.

Vision

Engagement, Support and Success for each learner.

Mission

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

Priorities

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

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

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

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

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

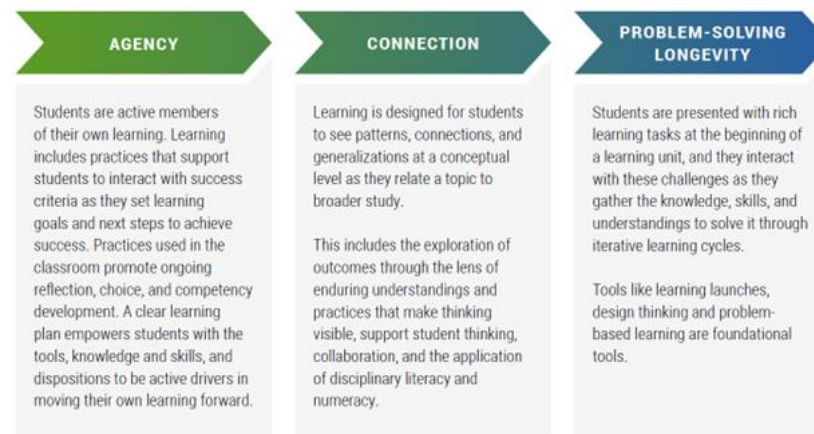
Providing Assurance

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

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

Our Story of Learning

»» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

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

About Our School

Heritage Heights is a rural K-9 educational institution with a historical average enrollment of less than 500 students. This year, our student population has slightly decreased to 475 and it is projected to continue declining by 1-2% in the upcoming years based on demographic predictions. Our instructional team consists of 23 administration and teaching staff members, along with 11 educational assistants. The average class size is 28 students, with the largest class being 35 students in our grade 7.

Our program serves an area extending from the north of Okotoks to the Calgary city limits. We offer part-time kindergarten, elementary, and junior high programs. Within our junior high program, we provide a Hockey Development program, a variety of arts options, as well as Career and Technology Foundations and leadership classes to support student initiatives. Additionally, our school offers a range of extracurricular sports teams and actively participates in interschool athletics within the Foothills Athletic Council schools.

This year marked a transition from the Leader in ME program, which was adopted at Heritage Heights over a decade ago. Results from surveys and consultations conducted over the past three years have indicated some growth supported by this program. However, due to increasing costs and limited utilization, the decision was made to discontinue our subscription to this program.

During the Winter and Spring of this year, our staff and community engaged in professional development and reflection on the Circle of Courage Framework. This framework provides a valuable opportunity to further develop holistic leadership and character in our school community, as well as foster understanding of our role in reconciliation among our staff and students.

Towards the end of this school year, our partner supporting the Husky Ice Hockey Development program withdrew their services for the upcoming year. Through collaboration with our School Council in late June and July of 2023, we were able to secure a new partner. Our school will continue to partner with Scott Seaman Arena, where our students will have the opportunity to participate in a hockey program facilitated by an external hockey coach and FSD teacher.

Alberta Education Assurance Measures Report Summary

Assurance Domain	Measure	Heritage Heights School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.1	79.4	79.4	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	78.6	82.8	84.7	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	85.8	78.1	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	23.6	26.8	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	90.4	88.3	88.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	86.0	86.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	70.9	69.8	69.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.9	71.5	75.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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](#)

Stakeholder Engagement Results Analysis

Goal

Desired Result

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.

Outcomes

Measurable statements of what FSD seeks to achieve

Stakeholder engagement and communication strategies ensures:

- 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.

Indicators

Indicators of achieving outcomes

- 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"> ● SOS-Q survey ● Student council/leadership opportunities ● Students Matter engagements. 	Intermediate
Staff Engagement: <ul style="list-style-type: none"> ● PLC Survey ● Leadership Meetings ● Regular staff meetings with a focus on division specific needs 	Low
Parent Engagement: <ul style="list-style-type: none"> ● School Council/Fundraising ● MRA Survey (Poor not completed in 2022-2023) ● Weekly parent updates 	High

Community Engagement: <ul style="list-style-type: none"> • Dunbow Rec Board • Scott Seaman • Community Concern (re: vandalism) Meeting • Blanket Ceremony • Circle of Courage Conversations at School Council 	Intermediate
Communications: <ul style="list-style-type: none"> • Monthly Newsletter • Social Media and coordination with school council 	High

Areas of Strength:

- **Regular and ongoing communication strategies have received positive feedback from parents, and teachers continue to seek strategies to streamline the process. For example, our Junior High team collaborates and sends one singular message to parents each week.**
- **Parents report that our Facebook feed provides high levels of understanding by our community on events and vision of the school.**
- **Greater attendance at school functions and athletic events has been observed.**

Areas for Growth:

- **School council meetings continue to struggle with low attendance; however, numbers do seem to be rising somewhat.**
- **Teachers have been resistant to completing divisional or provincial surveys. However, feedback in staff meetings or on internal surveys has been more widely participated in.**
- **Student leadership opportunities continue to be isolated to the junior high leadership complementary course. Those offered by Students Matters guidance were somewhat effective.**
- **Participation in Dunbow Rec Board meetings by school administration has not provided a greater connection between the school and the community.**

Next Steps:

- **Increasing participation in staff surveys and school council by staff members.**
- **Provide greater connection between Students Matter initiatives and junior high leadership complementary course.**
- **Promote a higher level of communication between school and home about leadership opportunities and Circle of Courage initiatives.**
- **Increase opportunities for parent volunteers to support school beyond individual classrooms and school council initiatives.**

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>
<p style="text-align: center;">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>	<ol style="list-style-type: none"> 1. Collaborative relationships with stakeholders. 2. Meaningfully involved education partners and stakeholders. 	<p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.

	<ol style="list-style-type: none"> 3. Sustained culture of continuous improvement and collective responsibility. 4. The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. 5. 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. 6. A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. 7. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<ul style="list-style-type: none"> • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
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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
2020-2021	86.6%	64.1%	80%
2021-2022	88.3%	71.5%	70%
2022-2023	90.4%	77.9	59.6%
Evaluation	High	Intermediate	Very Low

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021						
2021-2022	96%	93%	97%	92%	66%	77%
2022-2023	95%	82%	92%	77%	66%	77%
Evaluation	Very High	High	High	Intermediate	Intermediate	Intermediate

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: Literacy Foundations and Development	Intermediate
Strategy 2: Concrete to Fluency in Mathematics	Intermediate

Areas of Strength:

- Increased understanding of the importance of addressing literacy and numeracy goals as the core of all learning, by both parents and staff.
- Staff recognize the need to differentiate learning through understanding student profiles and learning needs early and often in the learning process.

Areas for Growth:

- Looking ahead, we need to target resources to support struggling learners in a focused learning space beyond the classroom by our Learning Support Team.
- Increased levels of complexity observed in the classroom and increased class sizes require a rethink on how to differentiate needs for all students using universal supports.

Next Steps:

- Develop a Learning Services Center for all students and staff to utilize that uses our Learning Coaches, educational assistants, and volunteers to be available for small group and individual student needs.
- Collaborate with school council to create a sign-up system for parent volunteers.
- Provide an open house style meeting for parents to see what opportunities may exist for volunteering in the school and classroom.
- Bring back the volunteer celebration in the spring (parental involvement and recognition).
- Ensure communication to parents regarding the supports that are available in the school.

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](#)

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. 	<ul style="list-style-type: none"> Improved wellness and well-being in students and staff. Learning environments are welcoming, caring, respectful and safe.

	<ul style="list-style-type: none"> • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners demonstrate understanding and respect for the uniqueness of all learners. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Learners access a continuum of supports to be successful. • Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. • Learners build resilience and positive mental health skills. • Students' Matters and Staff Advisory take action to support wellness and well-being system wide. 	<ul style="list-style-type: none"> • Improved understanding of an inclusive education system. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities.
<p 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.
<p>Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2019-2020	N/A	N/A
2020-2021	88.9%	62.1%
2021-2022	87.8%	66.1%
2022-2023	86.6%	69.8%
Evaluation	High	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	Elementary 63% Junior High 77%	63% 75%	54% 61%	68% 33%	61% 53%
2020-2021	Elementary 66% Junior High 83%	65% 81%	56% 64%	75% 35%	71% 66%
2021-2022	Elementary 76% Junior High 67%	63% 66%	51% 48%	72% 24%	67% 53%
2022-2023	Elementary 94% Junior High 86%	81% 85%	84% 79%	90% 51%	90% 79%
Evaluation	High	High	High	Intermediate	High

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>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Use the Community Helpers Program and other CMHS programs to support teachers and students. (This strategy will be discontinued due to a closure of the support programs)	Poor (Discontinued)
Strategy 2: Promote wellness and mindfulness strategies in classrooms and staff meetings.	Intermediate
Strategy 3: Establish routine Husky (community building), Wellness (individual and class) and Leadership (Leader in Me) hours into every timetable once per cycle.	Good Needs Modification

Areas of Strength:

- Promoting wellness in staff meetings encouraged connection and understanding of the context of education and was appreciated by all staff.
- Connecting with students across grades provided an increase in student satisfaction as reported anecdotally and, in the SOS-Q results.

Areas for Growth:

- Refining the purpose of the Husky, Wellness and Leadership hours was requested by some staff as it was reported that often this time was dedicated to academics more than what was intended.
- The school community provided feedback that the Leader in ME program had run its course at Heritage Heights and with the cost factor, it has been decided that we need to end our subscription to this service.

Next Steps:

- Develop time and opportunity for all community members to connect with the Circle of Courage Framework and how it applies in all aspects of our school experience.
- Provide opportunities for parents to review and ask questions about how the Circle of Courage can be used as a wholistic community builder and an invitation to understand our role in reconciliation.

- Ensure that the Circle of Courage is used in all classrooms and continue to provide support and resources for teachers. Use the Circle of Courage framework with staff to increase community.

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: All teachers use benchmark assessments to flag and build plans for students with learning needs.	High
Strategy 2: Make Continuum of supports visible and use in all PLC/CRM meetings.	Low
Strategy 3: Increased focus on our RTI instruction in the classroom based on teacher diagnostic tools.	Intermediate

Areas of Strength:

- Staff report understanding of student learning profiles and needs while engaging in data sources to support differentiation and planning.
- The use of CRM meetings was somewhat effective and should be considered to evolve through the next year should time allow.

Areas for Growth:

- Collaboration and Professional Learning Community meetings were somewhat reduced through staffing constraints over the last year.
- Continuum of Supports is showing some growth in the Alberta Assurance Survey results; however, we wonder if this work could be more visible and tighter across all classrooms through clarity.

Next Steps:

- Provide greater time and direction for these opportunities to staff. Balance staff wellness and professional learning time. Enrichment Fridays are being explored as a strategy to provide more time using administration and specialist teachers to provide more time for collaboration in PLCs.
- Increase staff agency regarding balancing their wellness and their professional growth. Encourage a focus on curriculum, teaching and learning.

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](#)

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>	<ul style="list-style-type: none"> • Learning is robust and applies knowledge, understanding and skills in authentic contexts and situations. • Learning that transfers. • Culture of innovation and design. • Learners are innovative and creative. • Learners demonstrate the competencies to prepare them for their future. • Learners demonstrate understanding of the interconnections between skills, interests, passions, and career opportunities. • Learners are agents of their own learning. • Learners demonstrate design thinking. • Innovation and Design and Career Futures Frameworks enrich learning and meet the needs of learners. 	<ul style="list-style-type: none"> • Learners are successful in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • Collaboration with community, industry, and education partners to support student success. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning.
<p style="text-align: center;">Goal 2 <i>Desired Result</i> Advance learning for transfer</p> <p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential within the curriculum. • Learners form conceptual understandings. • Learners are agents of their learning. • Learners are allowed to live with complex problems over time. • Deep transferable learning. • Learners will have high quality learning experiences. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Learners develop agency using ongoing assessment feedback to reflect continuously 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

- 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.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	80.7%	83.3%	83.3%	86.6%	81%	82.4%
2021-22	75.9%	75%	82.8%	88.3%	75.5%	79.4%

2022-2023	77.9%	78.7%	78.6%	90.4%	80.4%	87.1%
Evaluation	Intermediate	Intermediate	Intermediate	High	High	High

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

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

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

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	93%	71%	80%	88%	61%/66%	63%/74%	46%
2020-2021	93%	69%	80%	87%	60%/64%	75%/36%	33%
2021-2022	93%	69%	81%	86%	49%/55%	57%/53%	37%
2022-2023	95%	81%	72%	82%	46%/48%	46%/52%	30%
Evaluation	Very High	High	Intermediate	High	Low	Low	Low

Strategies: Advance Innovation and Design

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

Strategy 1: Connect learning commons facilitator expertise to teachers through scheduled PLC year plan discussions.

Intermediate

Strategy 2: Use My Blueprint as a digital portfolio for all students and to identify career goals.

Low

Strategy 3: Build capacity around maker centered learning through scheduling the Design Lab and Mobile Cart.

Low
Strategy
abandoned/modified for
next year of plan.

Areas of Strength:

- Students, parents, and teachers agree in the quality of education and that there are high expectations in the material covered.
- Students are reporting there is a greater degree of “relevance” in the material being taught emphasizing the importance of both what is taught and why it is being taught.
- Students report overall higher levels of engagement despite showing low in relation to some subjects in the student engagement survey.

Areas for Growth:

- CTF is reported as being low in engagement (30% report loss of time when completing challenges) by our students.
- MyBlueprint is seen as a hurdle to sharing learning rather than supporting learners by teachers and students.
- The utilization of the Design Lab and Mobile Cart strategy has been abandoned as it was determined not to be a high priority.

Next Steps:

- Provide exemplars and modeling of Career and Technology Foundations work for staff.
- Explore other ways to showcase student work and excellence.

<p align="center">Strategies: Advance Learning for Transfer</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>
Strategy 1: Students will apply learning to projects that reach beyond curriculum through STEAM Fair.	Intermediate
Strategy 2: Teachers design unit plans utilizing Learning for Transfer Learning Launches or UBD design templates.	High
Strategy 3: Teachers use Guide to Success in PLCs to design learning for transfer	Intermediate

Areas of Strength:

- Junior High students participated in a STEAM fair last year that was well received in its first iteration.
- Staff utilized the design plan in the collaboration and shared feedback of unit plans to support learning for transfer.

Areas for Growth:

- Developing conceptual understanding and fact-based learning through assessments and curriculum planning is a work in progress.

Next Steps:

- Increase the use of mid-range vs. using only long and short-term planning of learning engagements.
- Prioritize interdisciplinary learning opportunities in connection with place-based learning.

<p align="center">Goal 3</p> <p align="center"><i>Desired Result</i></p>	<p align="center">Outcomes</p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators</p> <p align="center"><i>Indicators of achieving outcomes</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>	<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. 	<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.

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

Provincial

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

- Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

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

Evidence and Key Insights

Advance Literacy and Numeracy

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

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

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	Gr 6 100	38	84	16	93	42	93	38
	Gr 9 100	35	69	20	84	27	90	27
2022-2023	Gr 6 N/A	N/A	N/A	N/A	97.6%	46.3%	92.7%	43.8%
	Gr 9 98%	18%	77.6%	18.4%	91.8%	24.5%	93.9%	22.4%

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	72%	67%	62%
2020-2021	68%	67%	72%
2021-2022	68%	82%	80%
2022-2023	68%	85%	81%
Evaluation	Intermediate	High	High

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	61	78	65	80
2020-2021	70	66	79	86
2021-2022	68	61	78	88
2022-2023	78%	88%	78%	85%
Evaluation	High	High	High	High

Strategies: Advance Literacy and Numeracy

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

Strategy 1: Established resources and strategies used to build core capacities in literacy and numeracy.

High

Areas of Strength:

- Improved or maintained outcomes in all measures is commendable!
- Resources were allocated effectively based on need and anecdotally, the use of manipulatives increased in math instruction and student engagements.

Areas for Growth:

- While not poor, our listening results have not seen the greatest increase as other literacy measures.
- Shape and Space on the numeracy screen have not dramatically improved.

Next Steps:

- Consider additional resources to support instruction and learning through the shape and space strand.
- Consider approaching listening comprehension as a strategy in classrooms to support outcomes across curriculum.

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	50%	N/A	67%	N/A	50%	N/A	60%	N/A	100%	N/A	50%	N/A	83%	N/A	80%	N/A	67%	N/A
2022-2023	68%	N/A	66%	N/A	63%	N/A	73%	N/A	86%	N/A	66%	N/A	85%	N/A	77%	N/A	86%	N/A

Evaluation	I		I		I		H		H		I		H		H		H	
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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: Library of resources to advance First Nations, Metis and Inuit learning gathered in our learning commons.	Intermediate
Strategy 2: Circle of Courage introduced as a leadership tool connected to the Leader in Me framework. 2023-2024 Strategy 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.	Intermediate Modified in 2023-2024 Strategy

Areas of Strength:

- There was an increase in the reported ability of our staff to approach indigenous teachings after examining the Circle of Courage framework during learning opportunities.
- There was an increase in teacher acceptance and recognition of the role they play in supporting reconciliation in their classrooms.

Areas for Growth:

- Understanding colonialism, reconciliation and indigenization and the role they play in classrooms.
- Understanding that the Circle of Courage framework can impact more than character development and can be used to strengthen community and cultural kinship.

Next Steps:

- To create a climate where Two-Eyed-Seeing, connecting Western and Indigenous ways of knowing, to make our work visible to our school and community.
- Seek connections divisionally and in our community to support our work with reconciliation. Exploration of an indigenous cultural connections.

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 	<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

	<p>engagement in processes of growth, supervision, and evaluation.</p> <ul style="list-style-type: none"> 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. 	<p>practice resulting in deep and transferable learning.</p> <ul style="list-style-type: none"> 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.
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Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020						81%
2020-2021	98%	99%	98%	97%	100%	64%

2021-2022	68%	72%	88%	68%	63%	53%
2022-2023	59%	44%	49%	40%	57%	71.4
Evaluation	Low	Very Low	Low	Very Low	Low	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: Increased and promote teacher agency in the design of school based professional development days. <ul style="list-style-type: none"> leveraging school-based leaders to offer and guide learning opportunities. align school days to allow for flexibility of learning time to promote system goal alignment. focus on modeling and learning together in all meetings. 	Intermediate
Strategy 2: Reinforce strategic PLC planning through discussion and design plans. <ul style="list-style-type: none"> Develop a leadership team of teachers and administration to support professional day agendas and opportunities. 	Intermediate

Areas of Strength:

- Early in the school year, there was high participation and initiative in professional learning opportunities.
- The exploration of the Circle of Courage in the second half of our school year did gain support of all stakeholders as a framework to ahead with.

Areas for Growth:

- Teachers reported governmental changes to curriculum and mandates related to the profession impacted their opinions on the school year and other aspects of collaborating with colleagues. Centering ourselves on the complex challenges of classroom and the support of peers may support growth in future years.
- Increase time to collaborate with other teachers across the division who teach a similar topic or grade level.

Next Steps:

- Teacher burnout was a factor in the later part of the school year due to medical leaves, absences, and staffing changes. Explore resources to ensure a safe, caring and welcoming environment for all.
- Increase teacher voice and agency in moving ahead on a focused set of goals and strategies with our shared vision through collective inquiry.
- Development of subcommittees to focus teacher agency on passion areas.
- Use the data gathered more frequently to drive staff inquiries that support individual and collective action on our teaching team.