Year 3 - Heritage Height School Annual Education Results Report 2023-24

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

School Education Plan 2021-2024 (year 3)

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
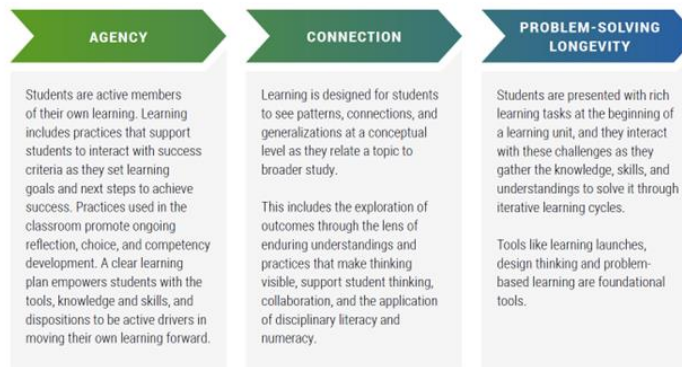
Board Policy 14: A Place for All

Providing Accountability and Assurance

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

Our FSD strategic planning process is outlined in FSD **AP 100: Education Plan and Annual Education Results Report** and **AP 101: Annual Education Results Report**. Our education plan is aligned with **Alberta Education's Business Plan 2024-2027** and clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and research and practice-informed strategies implemented to achieve goals. Our AERR provides the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. By analyzing the results, we develop insights, draw conclusions, and determine implications arising from the results. We use results to improve the quality and effectiveness of education programs and improve student learning and achievement. Areas that are identified as needing improvement, along with stakeholder engagement input and provincial direction, are reflected in the outcomes and strategies in the education plan. Division priorities and processes provide strategic direction to schools in the development of their plans and in engaging stakeholders on an ongoing basis to provide assurance in advancing goals. This is outlined in **AP 118: Annual Assurance Actions** and **AP 102: School Annual Education Plan Results Report**. Engaging with our stakeholders has been critical in the development and implementation of our education plan and annual education results report. Effectively engaging stakeholders in the development of our education plan and sharing results has contributed to shared governance, being more responsive to local needs; increasing stakeholder understanding of education matters; and improving decision making.

Our Story of Learning

>> THE **FUTURE-FOCUSED** MODEL FOR **LEARNING**

AGENCY

Students are active members of their own learning. Learning includes practices that support students to interact with success criteria as they set learning goals and next steps to achieve success. Practices used in the classroom promote ongoing reflection, choice, and competency development. A clear learning plan empowers students with the tools, knowledge and skills, and dispositions to be active drivers in moving their own learning forward.

CONNECTION

Learning is designed for students to see patterns, connections, and generalizations at a conceptual level as they relate a topic to broader study.

This includes the exploration of outcomes through the lens of enduring understandings and practices that make thinking visible, support student thinking, collaboration, and the application of disciplinary literacy and numeracy.

PROBLEM-SOLVING LONGEVITY

Students are presented with rich learning tasks at the beginning of a learning unit, and they interact with these challenges as they gather the knowledge, skills, and understandings to solve it through iterative learning cycles.

Tools like learning launches, design thinking and problem-based learning are foundational tools.

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

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

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

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

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

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

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

Our School

Heritage Heights is a rural K-9 school steeped in community. We serve families from north of Okotoks, the area of De Winton and surrounding areas reaching the Calgary limits and have a historical average enrollment of less than 500 students. Many of our students are bussed to and from school daily. Our building is connected to the Scott Seaman Arena and St. Francis of Assis School, creating opportunities for community involvement.

Our instructional team consists of 22 teaching staff, 5 educational assistants, 2 administrators, 1 learning commons facilitator and an FSLC. A well-rounded learning team works diligently to meet students' academic and social needs. We offer pre-kindergarten, part-time and full-time kindergarten, elementary (grades 1-6), and junior high (grades 7-9) programs. This year, we added Before and After School Care (Star Kids) to the opportunities for families.

Within our Career and Technology Foundations programming, students have access to Maker Space learning and exploration of innovation and creativity. With the support of the Learning Common Facilitator and classroom teachers, students are encouraged to explore their imaginations in coding, robotics and Design thinking. Courses for grades 7-9 include visual and graphic arts, fine arts, fitness and a number of outdoor pursuits. Our goal is to support students as they explore new areas of learning and develop some life-long interests. Through leadership initiatives, Student Matters and ad hoc advisory groups, we believe building leadership skills support student growth. Additionally, our school offers a range of extracurricular sports teams and actively participates in interschool athletics within the Foothills Athletic Council schools. This year, our school will continue to partner with Scott Seaman Arena, where our students will have the opportunity to participate in the Husky Ice Development hockey program facilitated by an external hockey coach and FSD teacher

Our staff and community will engage 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. This year, we have invited a traditional Knowledge Keeper, Elder Saa'kokoto to support our deeper understanding and appreciation of Indigenous culture. Through traditional stories, songs, poetry, visual arts lessons, his lessons carry a wealth of firsthand experience.

Alberta Education Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	83%	High
Citizenship	90%	Very High
Education Quality	88%	High
Lifelong Learning	84%	High
Parental Involvement	79%	High
Program Access	86%	High
Program of Studies	86%	High
Program of Studies/At risk students	86%	High
Safe and Caring Schools	93%	Very High
School Improvement	79%	High
Student Learning Engagement	90%	Very High
Welcoming Caring Responsive Student Learning Environment	95%	Very High
Work Preparation	84%	High

Alberta Education Assurance Measures (AEAM)	Positive Responses	Evaluation
Access to Supports and Services	68.9	n/a
Citizenship	76.2	Intermediate
Education Quality	83.3	Low
Lifelong Learning	68.1	Intermediate
Parental Involvement	68	Low
Program Access	66.7	Low
Program of Studies	77.4	Intermediate
Program of Studies/At risk students	71.6	Intermediate
Safe and Caring Schools	84.7	High
School Improvement	61.6	Very Low
Student Learning Engagement	83.4	n/a
Welcoming Caring Responsive Student Learning Environment	81.4	n/a
Work Preparation	78.8	High

Measure Evaluation

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

Goal Achievement Measure

| Very Low | Low | Intermediate | High | Very High |

Engagement

Our Story of Engagement

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

Stakeholder Engagement Results Analysis

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

Measures and Targets

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

Provincial

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

Local

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

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.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2020-2021 (FSD) *(n=470 parents – 4% of families)*	83.9%	81.3%	88.8%	87.2%	81.4%	76.7%	78.3%
2020-2021 (Prov)	85.6%	83.2%	89.6%	87.8%	82.6%	79.5%	81.4%
2021-2022 (FSD) *(n=342 parents – 4% of families)*	82.6%	78.6%	87.7%	85.5%	80.8%	76.6%	69.4%
2021-2022 (Prov)	85.1%	81.4%	89%	86.1%	81.6%	78.8%	74.2%

2022-2023 (FSD) *(n=286 parents – 5% of families)*	81%	75.6%	86.2%	82.8%	76%	75.5%	69.2%
2022-2023 (Prov)	84.4%	80.3%	88.1%	84.7%	80.6%	79.1%	75.2%
2023-2024 (FSD) *(n=335 parents – 5% of families)*	79.7%	74.7%	84.5%	81.8%	73.7%	74.4%	69.2%
2023-2024 (Prov)	83.7%	79.4%	87.6%	84.0%	79.9%	79.5%	75.8%
Evaluation (Achievement)	n/a	Intermediate	Intermediate	n/a	n/a	Low	Low
Evaluation (Improvement)	Declined	Declined	Declined Significantly	Declined Significantly	Declined Significantly	Maintained	Maintained

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring & Welcoming	Access to Supports	Parental Involvement	School Improvement
2020-2021	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2021-2022 *(n=2830 parents – approx. 31% families)*	96%	93%	97%	92%	81%	77%	61%
2022-2023 *(n=2608 parents – approx. 31% families)*	92%	90%	96%	86%	76%	75%	66%
2023-2024 *(n=2554 parents – approx. 28% families)*	90%	90%	88%	93%	86%	79%	79%
Evaluation	**Very High**	**Very High**	**High**	**Very High**	**High**	**Intermediate**	**Intermediate**

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

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

Strategy 1: Student Engagement - Empower students by incorporating their voices in decision-making, offering diverse, hands-on learning experiences, and creating a supportive environment that values their interests, strengths, and goals by using a variety of surveys to provide student voice.	**Low**
Strategy 2: Staff Engagement – Continue to foster a culture of collaboration by implementing regular, meaningful check-ins and providing opportunities for staff to co-create solutions, share best practices, and celebrate successes through completing school surveys for teacher voice and divisional surveys for teacher voice.	**Low**
Strategy 3: Parent Engagement – Establish consistent, transparent communication channels and providing diverse opportunities for families to collaborate, contribute, and participate in school activities and decision-making processes by: • Maintaining website and media presence for parent communication. • Increasing attendance at parent council meetings. • Increasing the number of family events (school dance, celebrations).	**Intermediate**
Strategy 4: Community Engagement - Build strong relationships with community partners by aligning school initiatives with local needs, fostering ongoing communication, and creating mutually beneficial opportunities for collaboration, resource-sharing, and community involvement by providing opportunities to collaborate with St. Francis School, Dunbow Recreation Board and Scott Seaman Rink.	**Low**
Strategy 5: Communications - Enhance communication within the school community by implementing a multi-platform approach that ensures timely, transparent, and inclusive messaging tailored to the diverse needs of students, staff, and families.	**Intermediate**

Areas of Strength:
- 87 % of parents feel their child's learning is interesting, while 78% found the work challenging.
- Reported levels of citizenship are maintained.
- Access to support has increased by 10 % on the FSD results.
- Parental involvement remains within a 5 % spread year over year.
- Regular and ongoing communication strategies have received positive feedback from parents.
- School improvement efforts show an increase of 23 %.

Areas for Growth:
- 62% of parents feel their input into decisions about their child's school is considered.
- Disconnect between student engagement rates (66%) and teacher rates (96%).
- Education quality has dropped (6%).
- Student rating on citizenship continues to decline year over year.
- School survey completion rates are low.

Next Steps:
- Look at alternate ways to attend Individual Learning Plan meetings and teacher interviews to increase attendance and parent voice.
- Determine the reason for the discrepancy between teacher and student reported rates of engaging lessons.
- Review design thinking for lesson development.

- Review CTF outcomes for student voice and choice in learning.
- Connect with St. Francis administration and collaborate on shared opportunities for community involvement.

Continuous Improvement Results Analysis

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

| | | accordance with all statutory, regulatory and disclosure requirements
- provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement |
|---|---|---|

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

Provincial

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

Local

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

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	86.6%	64.1%	80%
2021-2022	88.3%	71.5%	70%
2022-2023	90.4%	77.9%	59.6%
2023-2024	83.3%	68%	61.6%
Evaluation	**High**	**Intermediate**	**Low**

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020 -2021						
2021-2022	96%	93%	97%	92%	66%	77%
2022-2023	95%	82%	92%	77%	66%	77%
2023-2024	90%	90%	88%	93%	83%	79%
Evaluation	**Very High**	**Very High**	**Intermediate**	**Very High**	**Intermediate**	**Intermediate**

Strategies *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: Develop an understanding of staff around using the assurance data assessment data and targeted benchmark assessments by providing targeted professional development, collaborative data analysis sessions, and practical tools for translating insights into actionable strategies that enhance student outcomes.	**Intermediate**
Strategy 2: Create a visible continuum of supports in all classrooms by collaboratively refining and aligning interventions, strategies, and visual aids with the principles of the Circle of Courage—Belonging, Mastery, Independence, and Generosity—to foster a holistic, strengths-based learning environment for every student.	**Intermediate**
Strategy 3: Strengthen RTI instruction by using assessment data to target specific student needs, strategically deploying educational assistants in high-need classrooms, and leveraging community volunteers to provide additional support and enhance learning outcomes.	**Intermediate**

Areas of Strength:
- Improvement in reported access to services (2%).
- Overall, parents are very satisfied with the quality of the education students are receiving.
- 90% of respondents are very satisfied/satisfied with the quality of teaching at Heritage Heights.
- 85% of respondents are satisfied with the variety of subjects available at school.
- Staff review data and work with colleagues to develop an understanding of student learning needs.

Areas for Growth:
- Develop an intentional system for targeted intervention and learning support (academic, social, emotional).
- Students report logging into the learner platform at a rate of 40%, though they report finding the Learner Profile helpful (78%).
- Provide parents with timely information to understand how to access support for students.

Next Steps:
- Develop a Learning Services model to support students in academic, social and executive function needs.
- Ensure communication with parents regarding the support system available in the school is posted and clear.
- Explicit instruction for the student information platform to increase student ownership in learning.
- Collaborate with school council to create a sign-up system for parent volunteers.

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

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

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

Provincial

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

Local

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

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	**88.9%**	**62.1%**
2021-2022	**87.8%**	**66.1%**
2022-2023	**86.6%**	**69.8%**
2023-2024	**84.7%**	**68.9 %**
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**
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%
2023-2024	Elementary 89% Junior High 85%	81% 84%	77% 73%	90% 57%	90% 85%
Evaluation	**High**	**High**	**Intermediate**	**Intermediate**	**High**

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1 Student Wellness and Well-Being: Foster a supportive and inclusive school environment through the use of data from the SOS-Q, and Character Education Survey, while engaging students in Grades 6-9 through My Blueprint Portfolio, to promote open communication and collaborative initiatives among students, staff, and families.	**LOW (Discontinued)**
Strategy 2: Staff Wellness and Well-Being: Leverage PLC surveys and a collaborative design-thinking approach in school education planning, incorporating Learning for Transfer (LCF) strategies in PLC rotations, and utilizing Leadership Team guidance	**Intermediate**
Strategy 3: Parent Wellness and Well-Being: Maintain an up-to-date website and active social media presence, incorporating feedback from the Parent Voice Survey and AEA Survey, sharing weekly academic updates from teachers, engaging families through School Council/Parent Association collaborations, and hosting family events and celebration nights (ie. Family Dance) to strengthen school-community connections.	**Good Needs Modification**

Areas of Strength:
- Safe and Caring results vary by 4 %, with a slight downward trend.
- Overall, there is a slight upward trend in the number of respondents who feel they have access to support and services.
    - Results on the Intellectual Engagement Survey- students indicate 87% of students can access support from their teachers in a timely way.
- Overall Student respondents feel we have a safe and caring school (of note is a decline at the elementary level by 5%).
- Students in grades 7 –9 show a positive increase in peer relations and internal resilience.
- Leadership opportunities and Husky Hour are well received by staff and students as a time for team building activities and cross-grades opportunities for creating school culture.

Areas for Growth:
- Decrease reported by elementary students in the area of self-confidence (7% decrease).
- Refining the purpose of the Husky Hour to build cross-grade connections.
- Develop time and opportunity for all community members to build an understanding of how the Circle of Courage connects to character development.
- 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.

Next Steps:
- Review the data as a staff from the SOSQ survey to determine student needs; create a response to these needs.
- Review the data as a learning support team (learning coach, family school liaison counselor, administration, teaching teams).
- Identify students and staff for the Student Matters initiative and coordinate their efforts with student leadership groups.

Strategies: Advance Continuum of Supports *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Develop an understanding of staff around using the assurance data assessment data and targeted benchmark assessments by providing targeted professional development, collaborative data analysis sessions, and practical tools for translating insights into actionable strategies that enhance student outcomes.	**High**
Strategy 2: Create a visible continuum of supports in all classrooms by collaboratively refining and aligning interventions, strategies, and visual aids with the principles of the Circle of Courage—Belonging, Mastery, Independence, and Generosity—to foster a holistic, strengths-based learning environment for every student.	**Low**
Strategy 3: Strengthen RTI instruction by using assessment data to target specific student needs, strategically deploying educational assistants in high-need classrooms, and leveraging community volunteers to provide additional support and enhance learning outcomes.	**Intermediate**

Areas of Strength:
- Improvement in reported access to services (2%)
- Overall, parents are very satisfied with the quality of the education students are receiving.
- Staff review data and work with colleagues to develop an understanding of student learning needs.

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 staff learning that impacts student success.
- Increase staff agency regarding balancing their wellness and their professional growth.

Success

Our Story of Success
Alberta Learning Competencies
Assessment and Reporting
Career Education
Innovation and Design
Learning that Transfers
First Nations, Métis, and Inuit student success
French Immersion
Literacy
Numeracy

Student Growth and Achievement Results Analysis

Goal 1 *Desired Result* **Advance innovation and design**	Outcomes *Measurable statements of what we seek to achieve*	Indicators *Indicators of achieving outcomes*
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.	• Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	• learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
Goal 2 *Desired Result* **Advance learning for transfer**	**Outcomes**	**Indicators** *Indicators of achieving outcomes*

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.	*Measurable statements of what we seek to achieve* • learners will be able to explore and develop their skills and passions and achieve their highest potential • students will be well prepared for their future while remaining current and relevant in the local and global contexts	• improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

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

Evidence and Key Insights
Advance Innovation and Design & Advance Learning for Transfer
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	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%
2023-2024	77.4%	78.8%	76.2%	83.3%	68 %	83.4%
Evaluation	Intermediate	Intermediate	Intermediate	High	Intermediate	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
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%

2023-2024	92%	70%	82%	89%	53% / 53%	59% / 51%	47%
Evaluation	**Very High**	**Intermediate**	**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: Advance innovation and design by launching STEAM lessons that integrate coding and technology across the curriculum, building whole-school capacity to foster creativity, problem-solving, and digital fluency for all learners.	**Intermediate**
Strategy 2: Advance innovation and design by supporting teachers in creating unit plans with Learning for Transfer launches or UBD/UDL templates, ensuring a minimum of two peer-reviewed assessments for transfer, content knowledge, and transferability in developmentally appropriate ways.	**Low**
Strategy 3: Advance innovation and design by embedding teacher PLCs into the schedule, guided by the *Guide to Success* framework, to collaboratively design learning experiences focused on skill transfer and application, utilizing the Collaborative Response Model to address diverse learner needs and foster continuous improvement.	**Low** Strategy abandoned/modified for next year of plan.

Areas of Strength:
- Students, parents, and teachers agree with the quality of education and that there are high expectations across the school.
- Students report overall higher levels of engagement despite showing low in relation to some subjects in the student engagement survey.
- Overall, our students agreed or strongly agreed that they are engaged or lose track of time in all subject areas.

Areas for Growth:
- While still above 80%, Quality of Education results decreased by 7% last year.
- Both percentages in Relevance and Lifelong learning dropped 11% and 12% respectively.
- CTF is reported as being low in engagement (47% 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.

Next Steps:
- Review Career and Technology Foundations curriculum to ensure alignment with courses offered.
- Develop more student voice and choice in the CTF courses.
- Explore other ways to showcase student work and excellence.

Strategies: Advance Learning for Transfer *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Launch STEAM lessons focused on coding and technology to build whole-school capacity by fostering interdisciplinary learning, enhancing problem-solving and critical thinking skills, and empowering students to transfer knowledge across subjects and real-world applications.	**Intermediate**
Strategy 2: Advance learning for transfer by supporting teachers in designing unit plans with Learning for Transfer launches or UBD/UDL templates, transferability, and content knowledge with developmental appropriateness.	**High**
Strategy 3: Advance learning for transfer by embedding teacher PLCs into the schedule, structured around the Collaborative Response Model, where educators utilize the *Guide to Success* to collaboratively design learning experiences and strategies that foster skill transfer and meaningful application of knowledge.	**Intermediate**

Areas of Strength:
- Increased state of flow reported by students in ELA, Math, Social Studies and CTF
- Increase in rigor of assignments (10%) and effort (7%) respectively
- Junior High students participated in a STEAM fair last year that was well 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:
- Decreased by 11% in providing learning respondents felt is relevant
- Developing conceptual understanding and fact-based learning using formative feedback.
- Increased understanding across grades r 4-9 relating to CTF outcomes

Next Steps:
- Increase the use of mid-range vs. using only long and short-term planning of learning engagements.
- Prioritize interdisciplinary learning opportunities.

Goal 3 *Desired Result* **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.	**Outcomes** *Measurable statements of what FSD seeks to achieve* • First Nations, Métis and Inuit learners are successful • strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success	**Indicators** *Indicators of achieving outcomes* • learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences • learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success • all students, teachers and school leaders learn about First Nations, Métis and Inuit

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

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

Provincial

- **Learning Outcomes (PAT & Diploma):**
    - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
    - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
    - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 6 & 9 Provincial Achievement tests and Grade 12 diploma exams for **English Language Learners.**
- **High School Completion Rate (3 and 5 Years):** Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.
- **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)

Local

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

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

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

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		
Achievement	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%	
2023 –2024	Gr 6 N/A	N/A	N/A	N/A	78 %	28%	N/A	N/A	
	GR 9 82.1%	20.5%	71.8%	17.9%	79.5%	38.5%	76.9%	23.1%	

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2020-2021	68%	67%	72%
2021-2022	68%	82%	80%
2022-2023	68%	85%	81%
2023-2024	69%	88%	84%
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**
2020-2021	70	66	79	86
2021-2022	68	61	78	88
2022-2023	78%	88%	78%	85%
2023-2024	84%	99%	84%	88%
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: Implement a comprehensive approach to literacy and numeracy by leveraging targeted resources and strategies (LLI, F&P, Read Write, Guided Reading, Lively Letters, Words Their Way, Mathology, MIPI) to ensure all students achieve grade-level reading proficiency by the end of Grade 3.	**Intermediate**
Strategy 2: Implement a comprehensive approach to literacy and numeracy by leveraging targeted resources and strategies (LLI, F&P, Read Write, Guided Reading, Lively Letters, Words Their Way, Mathology, MIPI) to ensure all students sustain at least one grade-level growth annually until Grade 9.	**Intermediate**
Strategy 3: Implement a comprehensive approach to literacy and numeracy by leveraging targeted resources and strategies (LLI, F&P, Read Write, Guided Reading, Lively Letters, Words Their Way, Mathology, MIPI) to ensure all students attain computational fluency in grade-appropriate mathematical concepts.	**Intermediate**

Areas of Strength:
- Improved or maintained outcomes in all measures on the MIPI, GRADE, is commendable!
- Sustained and improvement of academic growth.
- The number of students achieving an Excellence level in Gr 9 ELA deceased by 3%
- The number of students achieving an Excellence level in Gr 9 SS deceased by 14%
- On the MIPI we show a 6% growth in Number, Shape & Space, Patterns &Relations increased by 11%

Areas for Growth:
- While not poor, our listening results have not seen the same increase as other literacy measures.
- Shape and Space on the numeracy screen have not dramatically improved.
- The number of students achieving an Acceptable level in Gr 9 ELA deceased by 16%
- The number of students achieving an Acceptable level in Gr 9 SS deceased by 11%
- The number of students achieving an Acceptable level in Gr 9 Sci deceased by 13%
- The number of students achieving an Acceptable level in Gr 9 ELA deceased by 16%
- The number of students achieving an Acceptable level in Gr 6 SS deceased by 19%

Next Steps:
- Consider additional resources to support instruction and learning through.
- 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 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
2023-2024	66%	N/A	60%	N/A	61%	N/A	60%	N/A	67%	N/A	73%	N/A	73%	N/A	69%	N/A	77%	N/A

Evaluation		I		L		L		L		I		I		I		I		I	

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: Leverage the divisional resources through the staff learning link and gather school-based resources in the Learning Commons to foster First Nations, Métis, and Inuit student and teacher understanding; Circle of Courage framework adopted as a lens into community practices, cultivating a shared understanding of culture, character, and reconciliation.	**Intermediate**
Strategy 2: Introduce the Circle of Courage as a leadership tool at Grade 4 (connected to Leader in Me framework), while enhancing instructional practices to honour traditional teachings and embed foundational Indigenous ways of knowing into the curriculum, addressing systemic education gaps and supporting the success of every First Nations, Métis, and Inuit learner.	**Intermediate** Modified in 2023-2024 Strategy
Strategy 3: Continue to refine and enhance our continuum of supports, systems, structures, and programs to create equitable learning environments that improve education outcomes for First Nations, Métis, and Inuit students by addressing their diverse needs and honoring their cultural identities.	**Intermediate**

Areas of Strength:
- There was an increase of 7% in Culture infusion across the subjects.
- 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:
- Survey results indicate a decrease in all other areas.
- Understanding colonialism, reconciliation and indigenization and the role they play in classrooms.
- Understanding that the Circle of Courage framework is more than character development.

Next Steps:
- Create a climate where Two-Eyed-Seeing, connecting Western and Indigenous ways of knowing, to make our work visible.
- Seek connections divisionally and in our community to support our work with reconciliation.

Teaching, Learning and Leadership Results Analysis		
Goal 5 *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*

Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.	Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	- improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all - teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation - teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice - teachers and leaders improve their professional practice in learning for transfer - improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning - improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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

Provincial

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

Local

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

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

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

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
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**	**Intermediate**

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	64%	72%	75%	82%
Evaluation	**Intermediate**	**Intermediate**	**Intermediate**	**High**

Strategies: Advance excellence in teaching, learning, and leading *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: Advance excellence in teaching, learning, and leadership by promoting teacher agency in designing school-based professional development days through leveraging school-based leaders to guide learning, aligning schedules for flexible, goal-oriented learning time, and fostering a culture of modeling and collaborative learning in all meetings.	**Intermediate**
Strategy 2: Establish a leadership team of teachers and administrators to collaboratively plan and facilitate strategic PLC sessions focused on UBD-UDL unit design and Designing for Transfer, incorporating peer review to enhance teaching, learning, and leadership practices, while aligning professional development agendas with actionable goals.	**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 for future use.

Areas for Growth:
- Noted significant decrease in all areas surveyed.
- 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.
- Increase time to collaborate with other teachers across the division who teach a similar topic or grade level.

Next Steps:
- Increase teacher voice and agency in moving ahead on a focused set of goals and strategies.
- Use the data gathered more frequently to drive staff inquiries that support individual and collective action on our teaching team.