Red Deer Lake School

School Annual Education Results Report 2021-2022

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

I would like to take this opportunity to recognize that Red Deer Lake School and Mohkinstsis are on the traditional territories of the Peoples of the Treaty 7 region, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai Nations), the Tsuut'ina Nation, and the Îyârhe Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III within the historical Northwest Métis homeland.

In the spirit of reconciliation, I would like this recognition to evoke in all of us a call-to-action of shared responsibility to the land and to our kinship relations.

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.
FSD Board Policy 01: Division Foundational Statements

Providing Assurance

Our planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. Engaging with our stakeholders on an ongoing basis has been critical in the development and implementation of our Education Plan and Annual Education Results Report. Our FSD strategic Planning Process is outlined in FSD Administrative Procedure (AP) 100: Three-Year Education Plans and Annual Education Results Report (AERR) , AP 102: School Annual Education Plan Results Report and AP 118: Annual Assurance Actions.

About Our School

RDL is a strong and vibrant K – 9 Learning Community just 10 minutes west of Calgary city limits in the municipality of Foothills. Our student population is 450 students with a staff of 34. We strive to consistently meet and exceed provincial, system, and community expectations. In our work to support the learning of all students, we strive to be known as a school where:

- children, staff, and community feel welcome, valued, happy, and supported.
- children are encouraged to work to their potentials, experience personal success, and strive for higher achievement
- daily physical education, art, drama, and music are important complements to academic life.
- students are privileged to study a second language from grades 4-9.
- students strive for high expectations for success in learning and teaching, based upon experience, contemporary research, collaboration, and student readiness.
- learning through curricula, extracurricular activities, and interaction with the greater community is lived.
- the staff place an importance upon their own learning.
- appropriate use of technology is valued as an integral part of the 21st century learner's experience.
- students, teachers, parents, and the greater community are collaboratively involved with student learning.
- staff and students understand, care about, and act upon ethical values and virtues. A school that promotes Dragon Pride through academics, athletics, the fine arts and citizenship. (RDL – Home of the Dragons)

School Highlights and Celebrations

We value our:

K-9 Structure

Red Deer Lake School values its K-9 structure. It supports that structure by having shared expectations for all students, while recognizing individual differences, and by cultivating opportunities for whole-school activities, intergenerational interaction, and a shared social responsibility among all community members.

Assessment & Reporting

Red Deer Lake School values assessment that is on-going, constructive, and indicative to teachers and students of the next steps needed to progress learning, while informing stakeholders of student progress. We value student assessment practices that provide students with on-going formative feedback to guide learning, evaluation practices reflective of student achievement to known curricular outcomes and reporting procedures that clearly and effectively communicate all aspects of student learning.

Student Learning

Red Deer Lake School values engaged and meaningful student learning. To accomplish this vision, the staff provides meaningful, authentic, and challenging learning opportunities for all students and encourages students to collaborate and appreciate each other's work in respectful ways.

PLC's

Commitment to working in Professional Learning Communities allows staff at Red Deer Lake to collaborate to help meet all student needs and build their own capacity. To be effective, PLC members need time to develop trust, set goals, implement, and share their progress.

Teacher and Professional Conduct

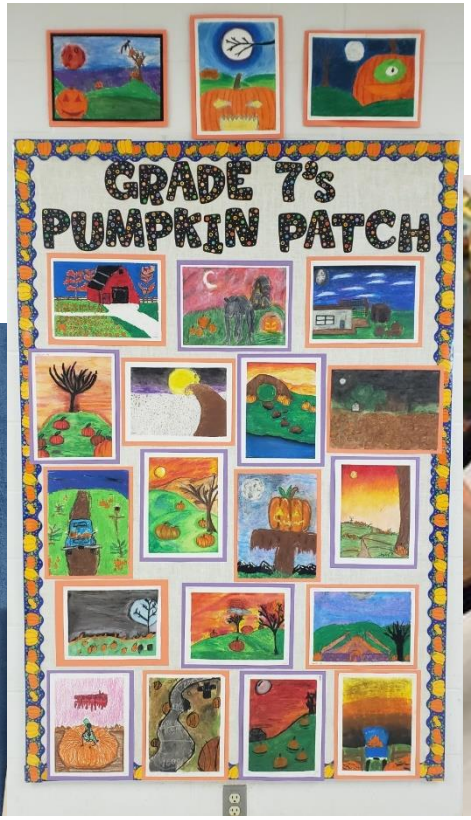
Red Deer Lake School values a respectful, collegial environment for its staff. Staff work together in collaborative, empathetic and supportive ways.

Student Conduct

Red Deer Lake School values citizenship in students and staff. By setting clear expectations of student conduct and modeling Dragon Pride, RDL staff promote leadership and good citizenship among students.

We Can Do It!

BOOK FAIRS


GRADE 7's
PUMPKIN PATCH

SANTA

Alberta Education Assurance Measures Report Summary

Assurance Domain	Measure	Red Deer Lake 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	**83.4**	89.6	n/a	**85.1**	85.6	n/a	n/a	n/a	n/a
	Citizenship	**85.5**	88.6	84.7	**81.4**	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**83.2**	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	**n/a**	n/a	87.6	**n/a**	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	**n/a**	n/a	25.7	**n/a**	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**n/a**	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**n/a**	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	**89.0**	92.3	89.7	**89.0**	89.6	90.3	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**90.9**	92.2	n/a	**86.1**	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	**78.2**	86.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**74.2**	73.6	72.6	[illegible]	79.5	81.5	Low	Maintained	Issue

Zoom

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.
We strive to maintain the results we have achieved as we advance student growth and achievement post-pandemic.

Very High ← Goal Achievement → Very Low

Improved Significantly ↑ Improvement from Last Year ↓ Declined Significantly

Excellent	Good	Good	Good	Acceptable
Excellent	Good	Good	Acceptable	Issue
Excellent	Good	Acceptable/ Maintained	Issue	Not yet addressed
Good	Acceptable	Issue	Issue	Not yet addressed
Acceptable	Issue	Issue	Not yet addressed	Not yet addressed

Engagement

Our Story of Engagement

Our story of engagement for each learner at our school Parent communication has been ongoing and remains one of the priority focuses of staff and administration at RDL. We understand that relationships built on trust are contingent on effective ongoing communication. See the RDL Communication Plan We actively seek parent feedback through teacher weekly email updates and frequent phone calls. The weekly parent newsletter serves to keep parents up to date with ongoing events. Teachers make frequent use of the Remind app to communicate with families. We utilize the RDL's Facebook page, Instagram, and Twitter social media accounts We are supported by the RDL school council with ongoing social media communication support through their feeds.

Our student matters team has been doing a fantastic job at engaging with the school community to build leadership capacity and support actionable items. The primary focus for the upcoming years will again be on student internal resiliency. This focus was determined by the team and their review of the RDL SOS-Q (Student Orientation to School Questionnaire) data. With restrictions lifted this year, there will be several student and family engagement opportunities sponsored by Student Matters including dances, school-day activities, and projects. The grade 6 student government has held several spirit events, including spirit days and Halloween costume contests. Christmas concerts, Remembrance Day Assemblies, band activities and engagement events such as movie nights and community BBQs are valuable examples of how the community is welcome and encouraged to be in the school

RDL Communication Plan
RDL Education Plan
FSD 2019-2020 Annual Education Results Report and FSD Financial Statements
Annual Education Results Overview and Highlights and Annual Education Results Report Summary
Engage FSD and Foothills School Division Stakeholder Engagement Plan
Vision 2034: Prepared for the Future
FSD 2020-21 School Relaunch Updates & Handbook
Trustee News & FSD: Trustee Guide to Good 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.

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: 3-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*
Student Engagement:	

• Via Student Voice Committee/google form surveys/admin & class visits, we will engage our students in pertinent decision making • Monthly assemblies • Celebration Assemblies • Awards ceremonies • Concerts • Admin and LC visits with classes daily • Buddies • Weekly DPA classes with Jr. High classes and admin or elementary teachers • Commencement for grade 9s committee conversations	
Staff Engagement: • One-on-one conversation with admin during daily classroom visits and follow ups via emails • Just-in-time staff conversations • Open door policy with admin, LC, and FSLC • Monthly staff meetings • Admin in PLCs (Jr High Day 2 FLEX, Elem Day 4 FLEX) • Sharing of AERR Data and debrief • Sharing of general SOSQ (Student Orientation to School Questionnaire) data and PAT (Provincial Achievement Testing) results	
Parent Engagement: • Continue monthly RDL Council pre-meetings • School Council Meetings • Parent-Teacher Interviews • Teacher-Parent Communications • Discussion with parent volunteers when they are in the school • Engage and dialogue with parent and community coaches • Continue to engage parents with/through RDL School Council	
Community Engagement: • RDL Council is incredible supportive and open to support with communication through various channels to reach as many community members as possible. • Community newspapers are often used to share recruitment information to students in the local geographic	

areas of South Calgary	
Communications: • Weekly RDL newsletter • Just-in-time email communication • Classroom-based teacher communications • Agendas • Teacher Remind communications • Admin messages on newsletters • PTIs	

Areas of Strength:

- Continued optimization of social media communication with RDL council
- Newsletter
- Increased parent engagement through on site events (concerts, celebrations, ceremonies, movie nights, dances, etc.)

Areas for Growth:

- Parent involvement in decision-making is not as high as we would like it to be as reported on provincial data. We attribute some of this to COVID responses over the past few years. This is our ongoing work, and we are consciously and intentionally involving parents as chaperones, volunteers, and facilitators, when possible, to increase engagement.
- We recognize that there will never be an optimal method of communication to ensure that all parents feel fully apprised of all relevant information. We will continue to use as many methods of communication as functionally manageable to reach parents. When all else fails, vital information will be communicated through personal phone calls.
- Parents will report 5% increase in the questions involving to what extent they are involved in decision making at the school level and their level of satisfaction with that involvement.

Next Steps:

- Continue to engage parents through celebration evenings (band, sports concerts, etc.), school council, PTIs, Newsletter and feedback, Informal conversations within the school, Parent volunteers, Field Trips, etc. Please see the RDL communication plan, below.
- Continue to work with RDL School Council to strengthen relationships and utilize their contacts and connections to community connections.

Red Deer Lake School Communication Plan

At Red Deer Lake School, we are committed to providing and fostering open dialogue with all educational stakeholders. When sharing ANY information, our communication practices must be aligned with FSD policies, Human Rights legislation and the Freedom of Information and Protection of Privacy Act (FOIP).

Our Commitment to Families:

1. SCHOOL WEBSITE

Please check our Red Deer Lake School website regularly for all up-to-date information and dates. Please let us know if there are any inconsistencies as you navigate the site.
https://www.foothillsschooldivision.ca/reddeerlake

2. PRIMARY COMMUNICATION

Our primary communication will be Email and Phone. We will reply to all issues, questions and concerns brought forward by parents. When we know of a concern, we can often find solutions and resolutions quickly, and we can work collaboratively to help solve problems. Classroom teachers may use additional communication means such as the Remind App.

3. COMMUNICATION HOURS & PROCEDURES

We invite you to email or phone any time you have a concern. We will endeavor to reply to messages within 24 hours. Please note on our website calendar times the school is closed and staff may be unavailable. If you do not receive a reply, please contact the office directly during school hours. Additionally, the primary focus of a teacher's job is interaction with their students. As such, an immediate response is not always possible. If you have pressing concerns, please contact the main office.

4. CLASSROOM COMMUNICATION

Each week specific classroom information will be sent from your child's teacher(s). Generally, this information includes updates on learning occurring in the classroom and may include how parents can support this learning at home. As well specific classroom information will be shared such as class field trips, supplies needed and upcoming tests.

5. SCHOOL-WIDE COMMUNCATION

School communication will be sent to the email address(es) provided once a week. This communication will contain school-wide information and important dates.

As part of our communication plan at Red Deer Lake School, we ask that our parents do their best to stay involved and collaborate with us by committing to the following:

Parent and Guardian Responsibilities:

1. EMAILS, FORMS, & WEBSITE

Please stayed informed by reading communications and regularly referring to the school website. Ensure you are signing and returning forms in a timely manner.

2. ENSURE CORRECT CONTACT INFORMATION

Please ensure the school has correct email addresses on file as this is our primary method of communication. If you would like information going home to both parents, please ensure those email addresses/phone numbers are file with the office. If you have any changes to your primary residence, emails, or phone numbers, please contact the office ASAP (403) 938-3984

3. CONTACT TEACHERS EARLY WITH CONCERNS

In order to respond to concerns in a timely manner, please contact your child's teacher. When teachers know of a concern, often a solution and resolution can be reached through early problem solving. Please contact your child's teacher(s) to setup an appointment. Please do not text or use the Remind app for this type of communication. You can expect an initial reply within approximately 24 hours on school days.

4. AVOID DROP-INS

Our priority during the day is instructional hours and teaching time. Please avoid dropping into a classroom to have a conversation with teachers before school and throughout the teaching day. When stopping in the school please make sure to sign in at the main office.

5. JOIN US FOR PARENT MEETINGS

Formal parent-teacher conferences times are in November and March. Please attend with your child (Whether virtual or face-to-face if permitted). We believe our parents are partners in learning. There are additional opportunities to be involved such as School Council.

6. PHONE CALLS

Continuous Improvement Results Analysis

Goal	Outcomes	Indicators
Desired Result **Advance evidence-based continuous improvement and assurance** Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	*Measurable statements of what FSD seeks to achieve* Assurance has been achieved through: ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility.	*Indicators of achieving outcomes* • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement. • 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. • In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. • 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 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

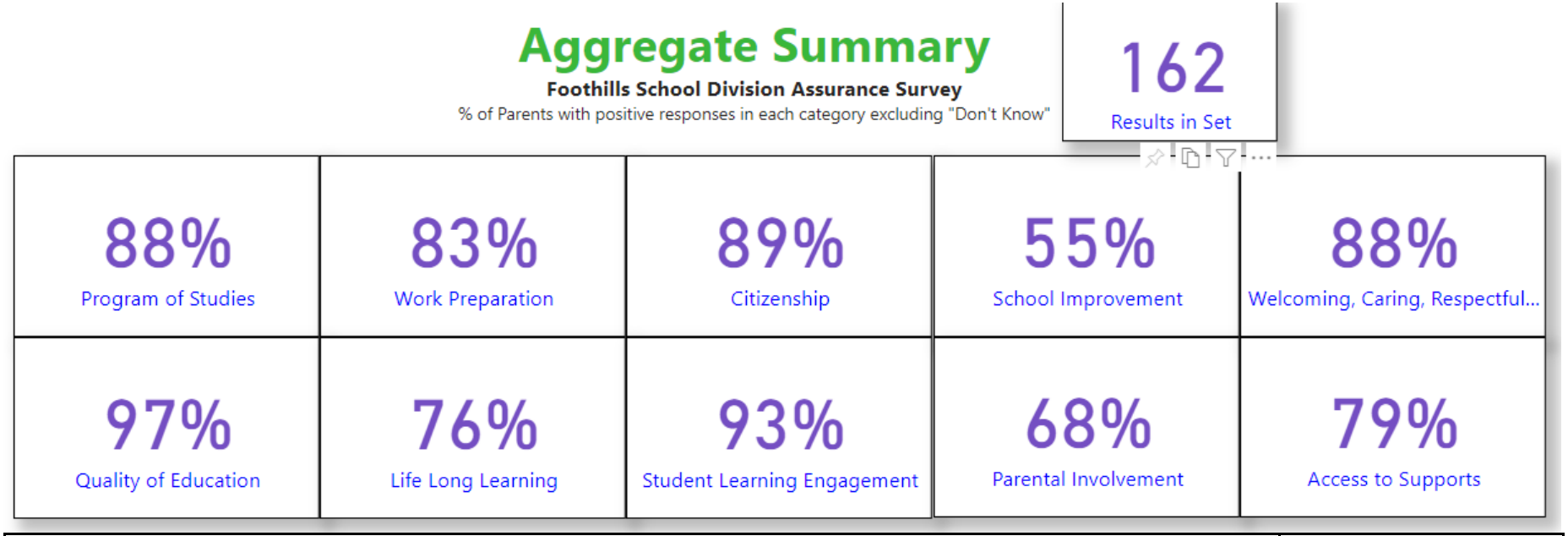
Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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	**N=132, 92.3%**	**N=44, 73.6%**	**N=129, 85%**
2021-2022	**N=141, 89.0 %**	**N=40, 74.2%**	**N=141, 74.6%**
Evaluation	**Maintained**	**COVID Focus**	**Focus**

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
2021-2022	93%	89%	97%	88%	79%	68%
Evaluation	**Good**	**Good**	**Good**	**Good**	**Focus**	**Focus**



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: Education Plans and Annual Results Reporting: Continue to develop education plans and annual results reports that identify key priorities and improvement areas and report on results through a core set of provincial measures and local measures that assess progress in achieving goals. Excellent Assurance Framework: Continue to provide assurance to the government, local stakeholders and the public that Red Deer Lake School is fulfilling their responsibilities and students are successful.	
Strategy 2: Continuous Improvement Cycles: Continue to sustain a culture of continuous improvement and collective responsibility through evidence informed decision-making, engagement, learning and capacity building. Continue to advance our approach to select and analyze school and student evidence to inform next steps in educational improvement planning through building our capacity in data literacy.	
Strategy 3: School improvement planning: Advance a system of accountability and assurance that focuses on coherence, continuous improvement, evidence-informed decision making and stakeholder engagement. Continue to demonstrate stewardship of school resources with an emphasis on student success, community, engagement, transparency, and accountability.	

Areas of Strength:

- Education quality remains strong

- Student learning engagement is extremely high
- Safe, caring, and welcoming indicators are remarkably high. Students feel safe at RDL and parents feel that their children are cared for.

Areas for Growth:

- Parental involvement and continuous improvement require continued focus
- Access to support: Continue to build on supports available to all students and specifically for students on ILPs

Next Steps:

- Continue to engage the community in school-based decision-making processes through RDL school council.
- Continue to create opportunities to invite and welcome parents and the community into the school and engage in dialogues regarding education and educational experiences.

Support

Our Story of Support

The RDL story of support is about connection and relationships. Starting with the RDL Student Continuum of Supports, outlining how we can address the individual and collective needs of all students, as a staff we work together to foster a safe, caring, and welcoming school community where everyone belongs.

decolonization
literacies
numeracy
Comprehensive School Health
FSD Parent Learning Link - FSD Staff Learning Link - FSD Student Learning Link
Support for each learner
Staff Wellness and Student Well-being
Safe and Caring Learning Environments
Accessing my Learning and Academic Resources
Learning Opportunities
Resiliency
Community Resources

Learning Supports Results Analysis

Goals *Desired Result*	Outcomes *Measurable statements of what FSD seeks to achieve*	Indicators *Indicators of achieving outcomes*
Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being. **Advance our Continuum of Supports** Continue to develop and advance our continuum of support.	• Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners access a robust continuum of supports. • Students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change. • Students will build resilience and positive mental health skills. • Students will know the difference between and how to manage health stress and traumatic stress.	• Improved wellness and wellbeing in students and staff. • 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 are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners. • Improved collaboration with education partners to support learning. • Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. • Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities. • Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is 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 that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

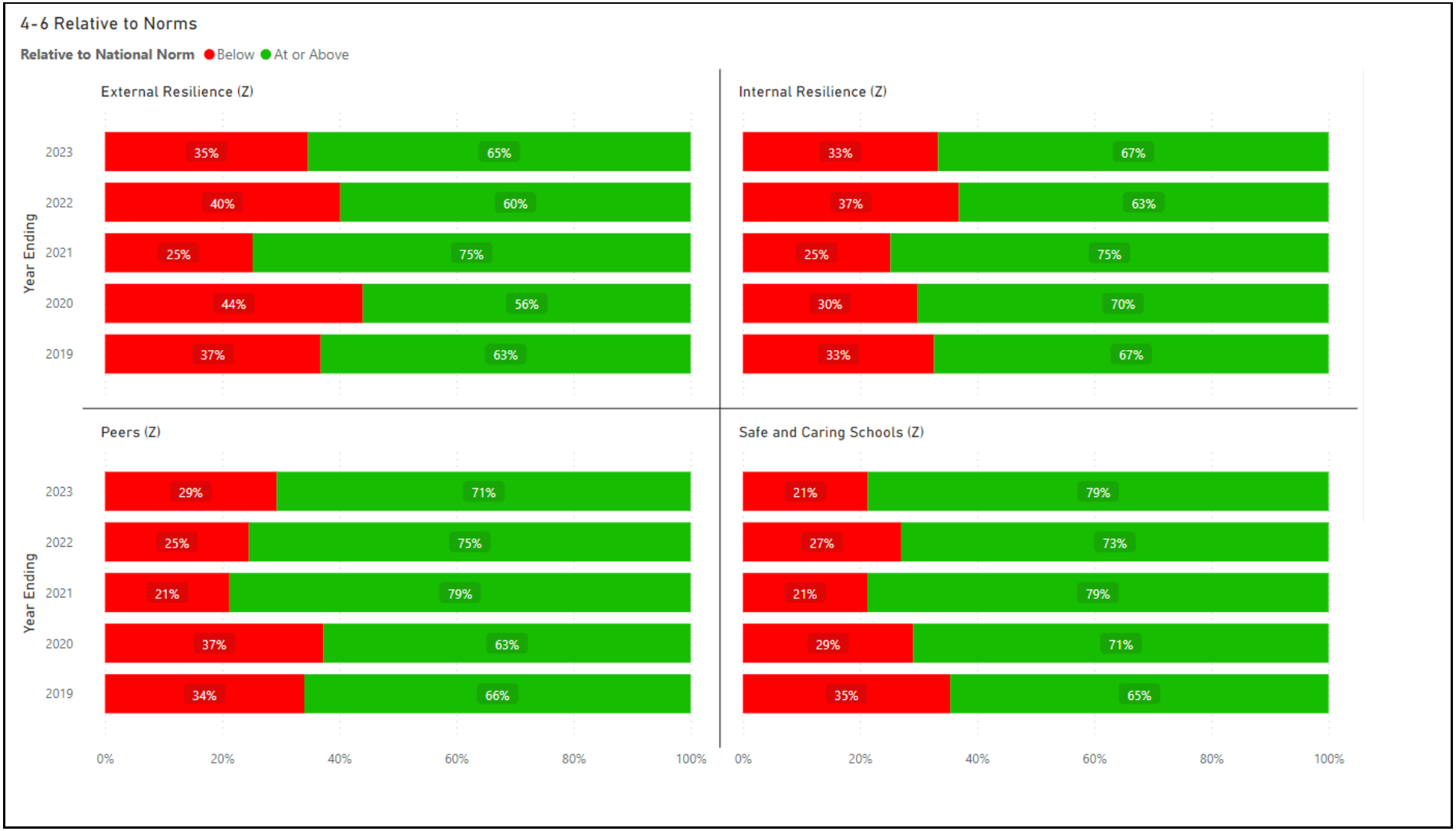
Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

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	**N=132, 93.9%**	**NA**
2021-2022	**N=141, 91.6%**	**N=141, 78.2%**
Evaluation	Good	Focus

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	71, 71	56, 73	48, 54	70, 33	63, 61
2020-2021	79, 69	75, 72	57, 54	75, 36	79, 69
2021-2022	73, 60	60, 66	45, 41	63, 24	75, 64
Evaluation	**Good**		**Focus**	**SM School Focus**	**Good**


4-6 Relative to Norms
Relative to National Norm
Below
At or Above
External Resilience (Z)
Internal Resilience (Z)
Peers (Z)
Safe and Caring Schools (Z)
Year Ending
2023
2022
2021
2020
2019
35%
65%
40%
60%
25%
75%
44%
56%
37%
63%
33%
67%
37%
63%
25%
75%
30%
70%
33%
67%
29%
71%
25%
75%
21%
79%
37%
63%
34%
66%
21%
79%
27%
73%
21%
79%
29%
71%
35%
65%
0%
20%
40%
60%
80%
100%

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: Work to shift from a trauma-informed nomenclature to wellbeing through the incorporation of Elder-guided traditional Indigenous knowledges. Learning in this area will be a major focus of RDL school-based professional learning opportunities.	
Strategy 2: Incorporate explicit engagement strategies with families and the community to encourage ongoing	

communication regarding wellbeing. These include technological engagement evenings about web-based security and child safety, Elder engagement to support families and communities with a specific focus on wellbeing, etc. Also, a shift toward a more balanced approach to education for all students including Jr. High by bringing annual hours of courses back into alignment with the Provincial Guide to Education will help to support student wellbeing.	
Strategy 3: Collaborate with and incorporate the expertise of our school's FSLC to find relevant outside agencies and support, as needed. Ensure that students are regularly engaged in activities to promote mental health and wellness.	

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: LC acts as the facilitator for intervention programming and teacher growth opportunities. Specifically, the LC works to support teacher differentiation practices to enact ILP (Inclusive Learning Plan) strategies and accommodations.	
Strategy 2: Discussions at Division level PLCs regarding intervention strategies for students and when to escalate the strategies across the continuum of supports from Universal to Targeted to Specialized to Complex. When do we access outside supports?	
Strategy 3: Enacting suggestions from student voice from the Student Matter's Committee, RDL Student Council, and conversations with students will be used to help guide, plan, and facilitate cocurricular and extracurricular events.	

Areas of Strength:

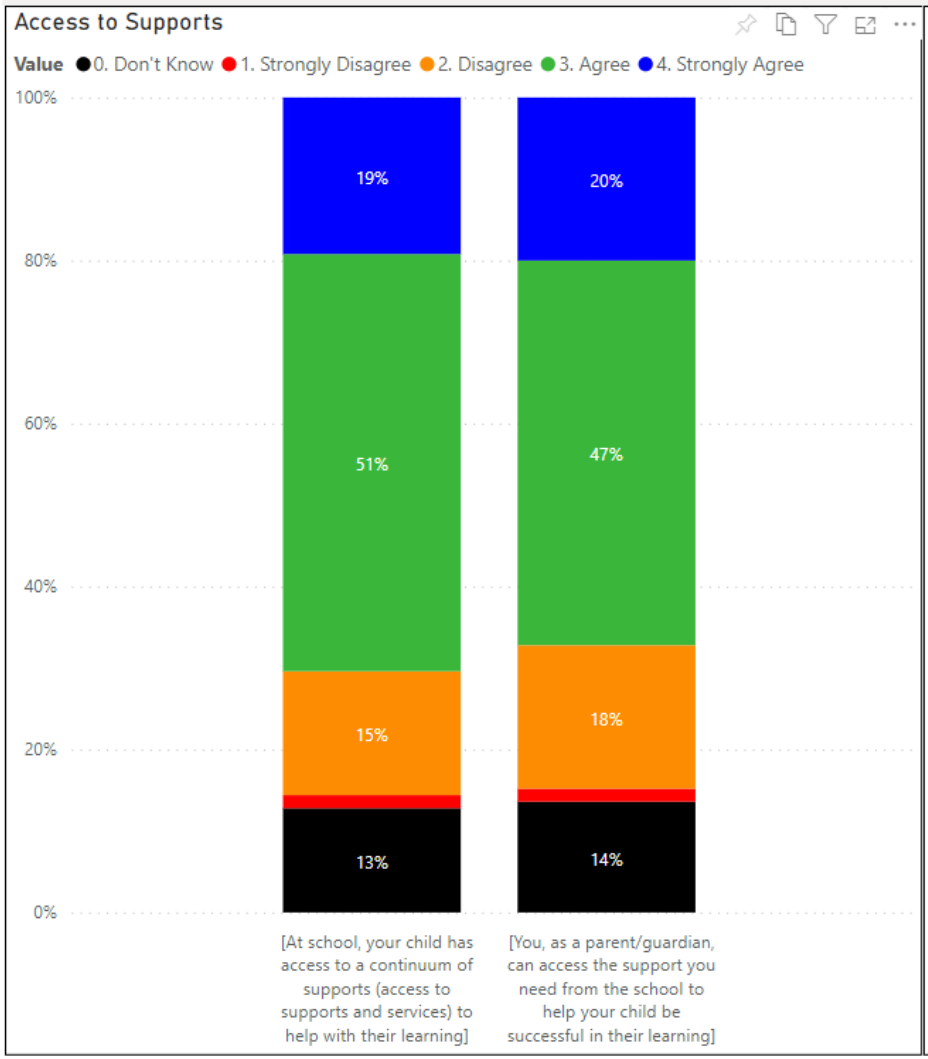
- All indicators suggest that students at RDL feel safe and cared for. Students feel that teachers are their advocates.
- There is a strong and established network of school-based interventions focusing on literacy and numeracy which are aligned with the work of the division. This will continue to evolve and grow over time.

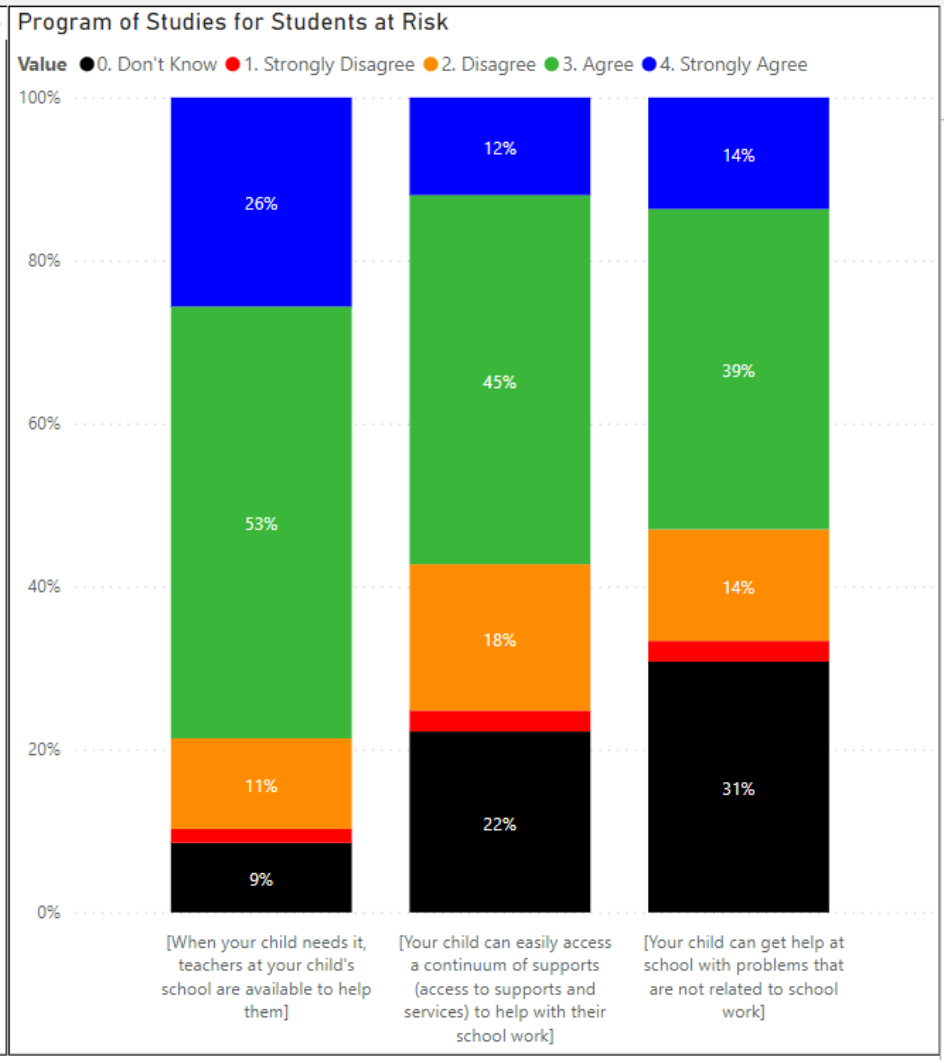
Areas for Growth:

- There appears to be a significant number of parents who feel that they are not aware of support avaible beyond school and work and the continuum of support available.

Next Steps:

- Continue to improve parent and community communication around student supports and the RDL Continuum of Supports





Success

Our Story of Success

FSD T&R Toolkit
Verna St. Denis - Decolonizing Education
The Crying Fields
Learn Alberta Walking Together
The Wayfinders
Jagged Worldviews Colliding
Story Keepers
Truth about Stories
David Roberston CBC Parents
Blackfoot Crossing Historical Park
Innovation and Design/Career Futures
FSD Truth and Reconciliation For Learner Success Toolkit and First Nations, Métis and Inuit Resources
Professional Learning Calendar and Professional Learning Opportunities and Resources
Numeracy Excellence Commitments and Literacy Excellence Commitments
French Language Arts Excellence Commitments and French Services
FSD Staff Learning Link - FSD Parent Learning Link - FSD Student Learning Link
FSD Framework for Learning and FSD Continuity of Learning
Administrative Procedure 360 Assessment, Evaluation and Reporting and Design and Assessment Resources
Administrator Sharing Space
Resources by Grade and Resources by Subject
Literacy and Numeracy and Early Learning Resources

Dragon News

Student Growth and Achievement Results Analysis

Goal 1	Outcomes	Indicators
Desired Result **Advance innovation and design** 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.	*Measurable statements of what we seek to achieve* Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	*Indicators of achieving outcomes* 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.
Goal 2	**Outcomes**	**Indicators**
Desired Result **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	*Measurable statements of what FSD seeks 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 local and global contexts.	*Indicators of achieving outcomes* • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.

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.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

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

Evidence and Key Insights
Advance Innovation and Design & Advance Learning for Transfer

Provincial and Local Measures: 3-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	83.9	84.2	88.6	92.3	84.4	85.7
2021-22	76.6	73.4	85.5	89.0	67.9	79.6
Evaluation	Declined	Declined	Maintained	Maintained	Declined	Declined

Alberta Education Assurance Measures Report

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

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

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

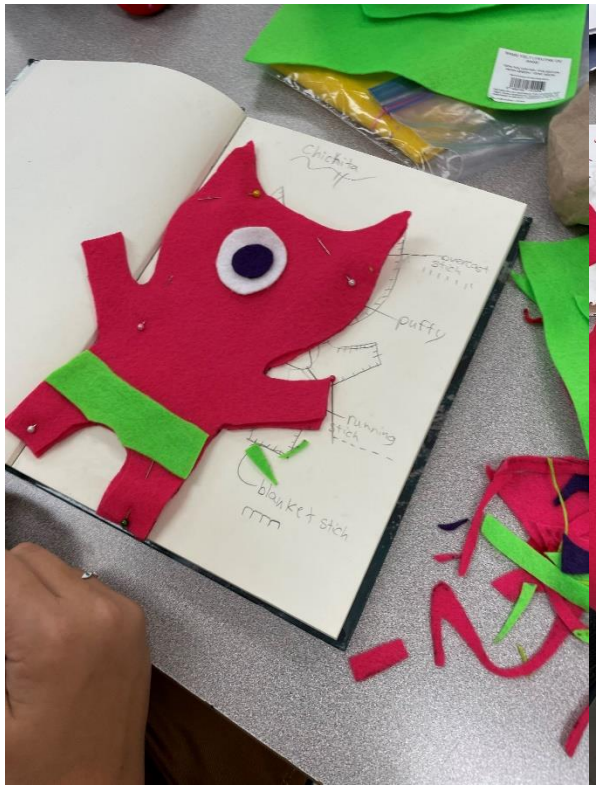
2019-2020	**NA**	**NA**	**NA**	**NA**	NA	NA	NA
2020-2021	97	86	91	97	NA	NA	NA
2021-2022	95	77	82	91	63/68	66/40	45
Evaluation	**Maintained**	**Area to consider**	**Area to consider**	**Maintained**	**Maintained**	**Maintained**	**Area to address**

Dragons CTF and Fine Arts

CHARACTER

Trust The Process

SOLO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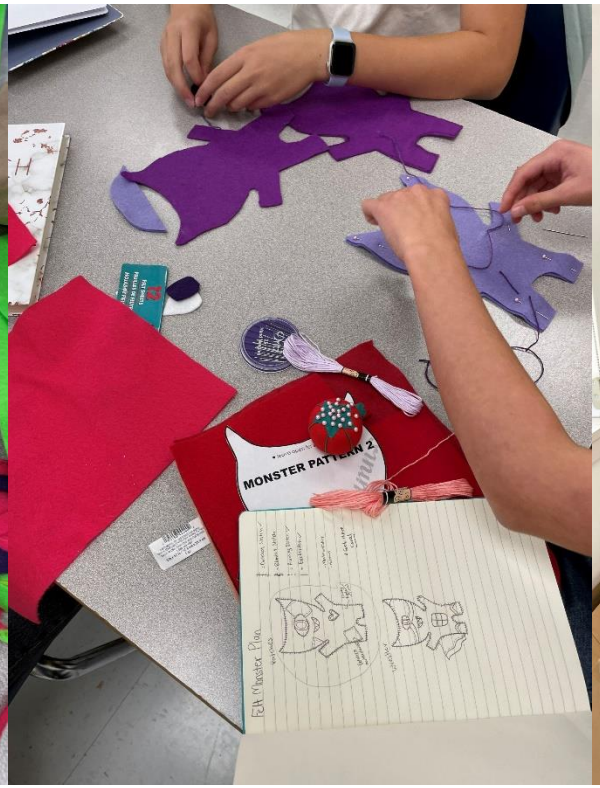
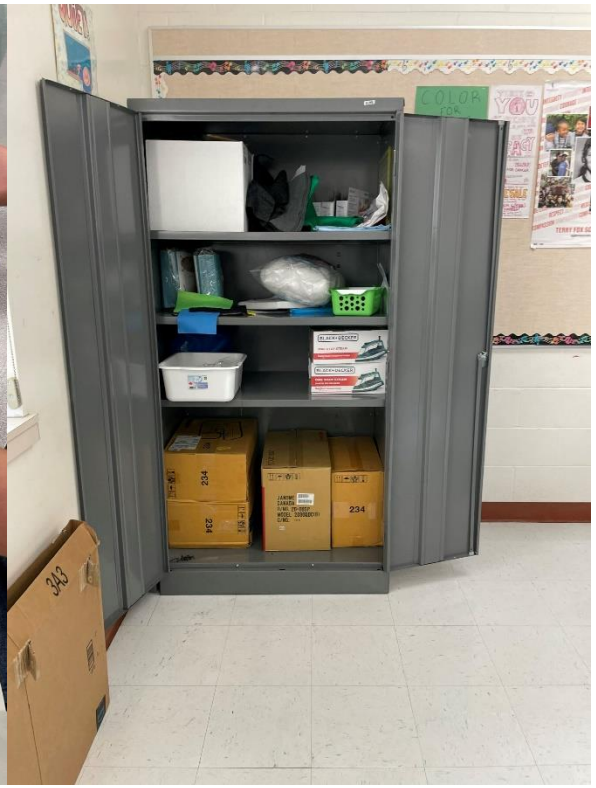

MONSTER PATTERN 2



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: Increase the school's focus on a more balanced approach to curriculum	
Strategy 2: Utilize student feedback to plan and design CTF courses while bring the annual hours for CTF, Fine Arts, and other Complementary course in line with Alberta Education's Guide to Education	
Strategy 3: Embed CTF and an innovation and design focus within planning and preparation of DIV I and II classes	

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: Continue to increase focus on larger tasks that support students: • To form conceptual understandings, • To be agents of their own learning, • To be allowed to live with complex problems over time.	

Areas of Strength:

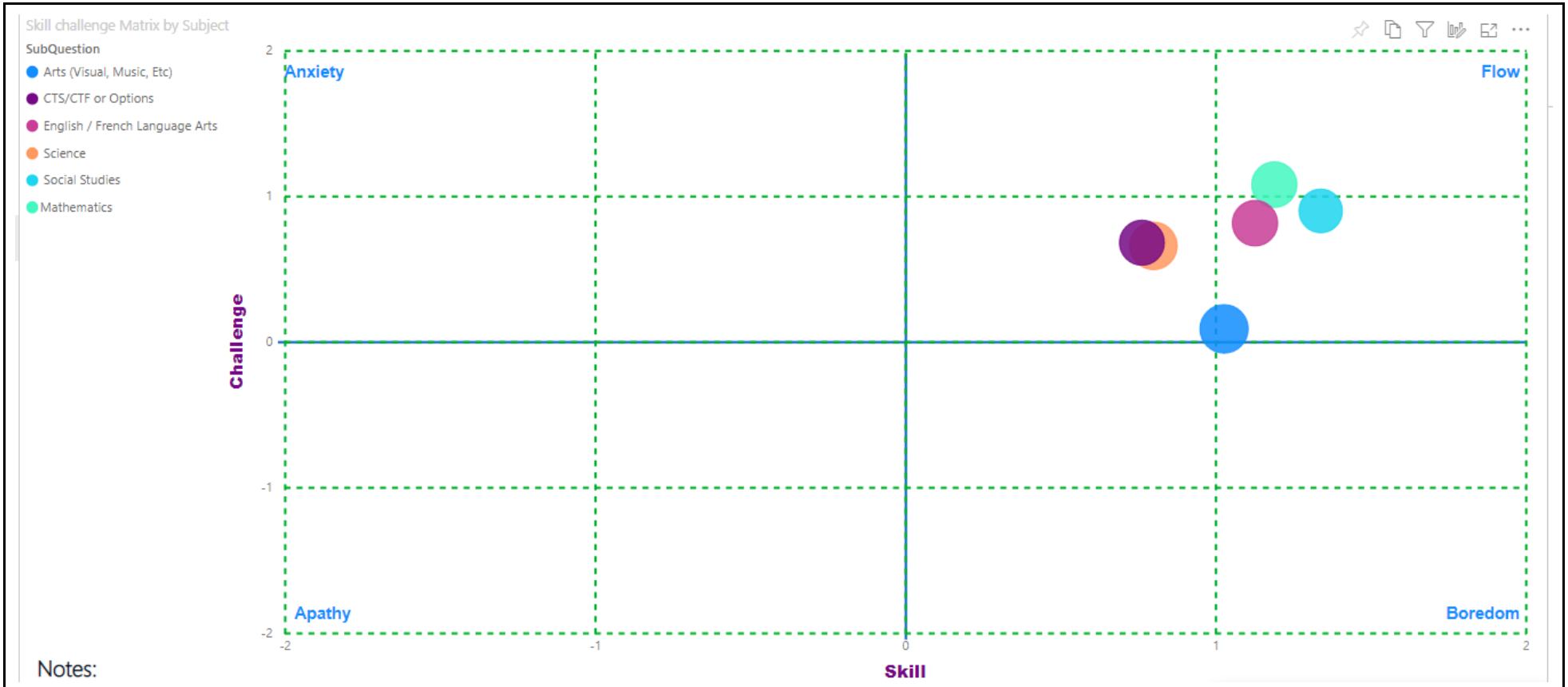
- We have strong scores across the board for flow in Mathematics, ELA, Science, Social Studies, and Arts. Low levels of boredom and apathy in those areas as well.
- Strong scores in the areas of educational quality, program of studies delivery, and citizenship.

Areas for Growth:

- Looking at how few of our students were able to indicate if they are in a state of anxiety, flow, apathy, or boredom in MCL and CTF, demonstrates to us that there is a lack of understanding of what they are engaging in when they are in those spaces. Being more explicit with the purpose behind the activities that they are learning can help bring that to the forefront.
- We will continue to increase the diversity of offerings in CTF and Music and Fine Arts will become larger priorities to create a more balanced approach to learning opportunities.
- Staff learning will be around Competency 5: Foundational Knowledges of First Nations, Métis, and Inuit with a focus on relationality and relationship building.

Next Steps:

- Through professional learning opportunities we will continue to support staff growth



Goal 3	Outcomes	Indicators
Desired Result	*Measurable statements of what FSD seeks to achieve*	*Indicators of achieving outcomes*
Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.	• First Nations, Métis and Inuit learners are successful. • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences.	• Improved programs, services, and strategies for First Nations, Métis, and Inuit student success. • All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. • The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • First Nation, Metis and Inuit families that are actively involved in educational decisions.

Goal 4	Outcomes	Indicators
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.	*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 – Foundations for Learning, p. 1*	*Indicators of achieving outcomes* • 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.

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 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.
- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading 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 & Advance First Nations, Métis, and Inuit student success

Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Provincial Achievement Tests																French Language Arts	
Achievement	**Acceptable**		**Excellence**		**Acceptable**		**Excellence**		**Acceptable**		**Excellence**		**Acceptable**		**Excellence**		**Acceptable**	**Excellence**
2021-2022	**Gr. 6**	**93.5**	**Gr6**	**45.7**	**Gr. 6**	**63.0**	**Gr. 6**	**13.0**	**Gr. 6**	**84.8**	**Gr. 6**	**32.6**	**Gr. 6**	**89.1**	**Gr. 6**	**43.5**	**NA**	**NA**
	Gr.9	**91.1**	**Gr.9**	**28.6**	**Gr.9**	**57.1**	**Gr.9**	**7.1**	**Gr. 9**	**85.7**	**Gr. 9**	**8.9**	**Gr. 9**	**78.6**	**Gr. 9**	**25.0**		

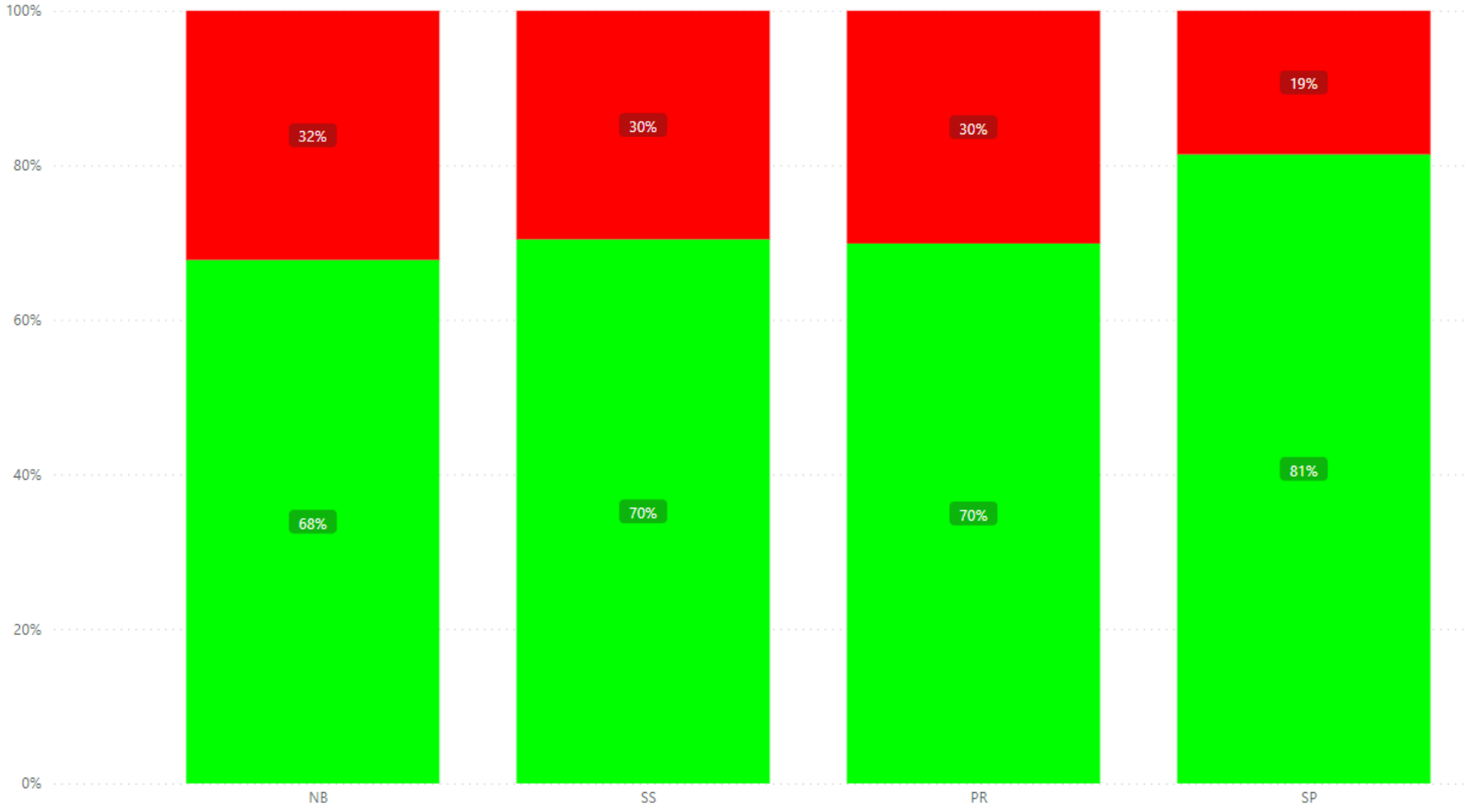
GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require 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		50	50
2020-2021	59	72	79
2021-2022	59	83	87
Evaluation	Maintain	Improvement	Improvement

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				

2020-2021	68	70	70	81
2021-2022	70	74	70	83
Evaluation	Improvement	Improvement	Improvement	Improvement



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: Explicitly focus on TQS competency 5 in site-based professional learning	
Strategy 2: Build relationships with local Elders and Knowledge Keepers	

Areas of Strength:

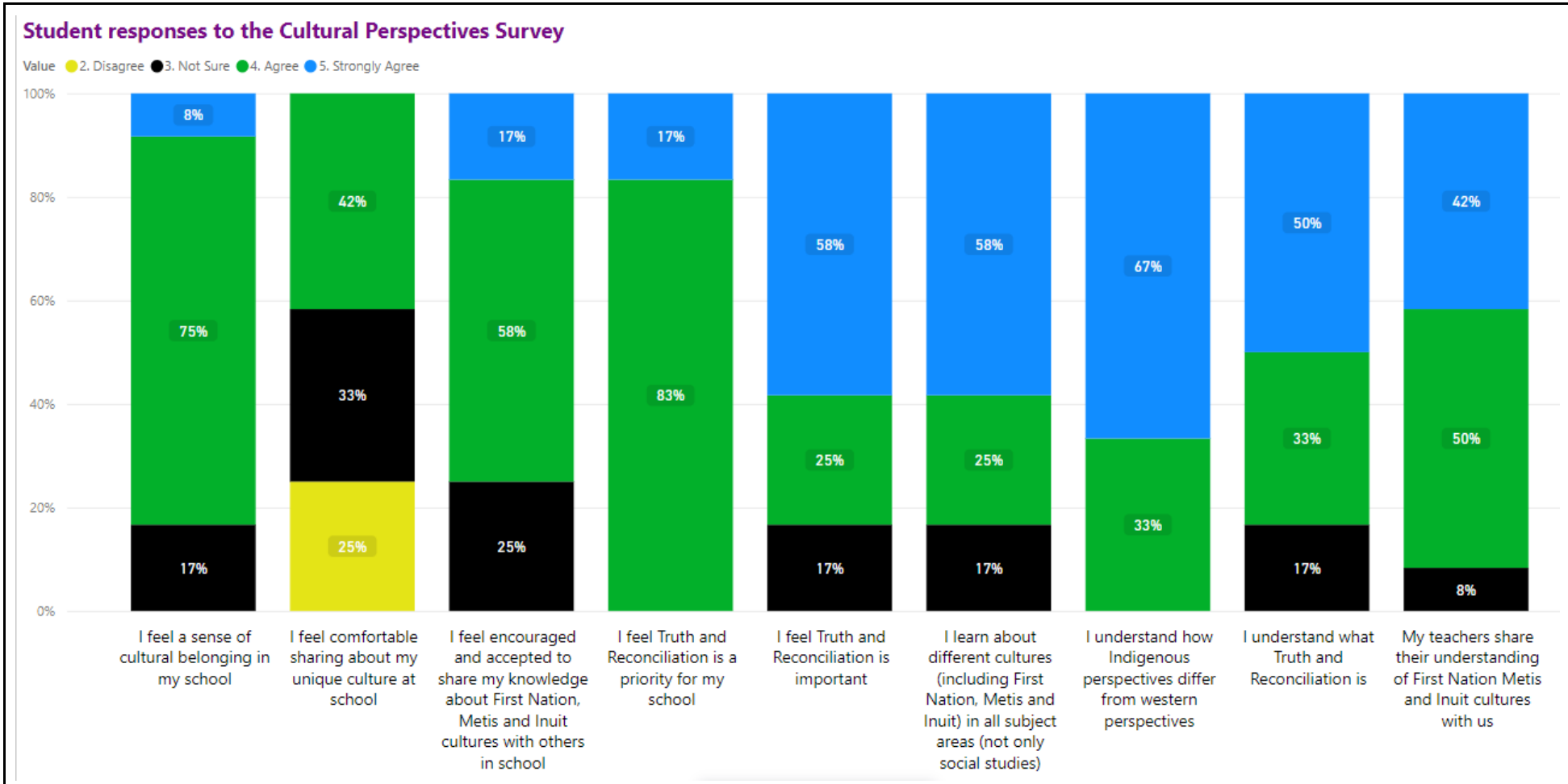
- As a school we were well above the province in all academic indicators
- Students shared that they feel we are doing well as a school in cultural perspective based on the survey below

Areas for Growth:

- Utilize current relationships with Elders to continue building staff capacity and confidence in this area

Next Steps:

- Continue to embed TQS competency 5 indicators into lesson planning and design when appropriate. Continue to incorporate texts that shift the priority for the hegemonic cannon toward that of voices that have been overlooked, oppressed, or ignored.



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: Embedded Literacy and Numeracy intervention grouping based and diagnostic assessment. We are utilizing the numeracy grant from last year to provide time and resources for teacher collaborative professional learning.	Excellent
Strategy 2: Use embedded time with the Learning Coach to support staff with differentiation of planning, preparation, and implementation of lessons	

Strategy 3: Staff unpacking of ILPs to better understand student specific needs and accommodations	

Areas of Strength:

- Community support through volunteerism is prominent within RDL. Parents are happy to be back in the school supporting literacy interventions
- Embedded Literacy interventions appear to be resulting in positive growth indicators

Areas for Growth:

- Closing the 'covid gap' in literacy and numeracy learning K-3

Next Steps:

- Implementation of in-house targeted literacy and numeracy intervention sprints

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	• 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, 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*	• Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective 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 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: 3-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						
2020-2021	81	100	88	100	79	
2021-2022	30	58	67	65	63	

Evaluation						

Professional Learning Survey by AERR Criteria
AERR Criteria
Not being practiced
Being practiced
2021
2022
Count of AERR Criteria
100%
80%
60%
40%
20%
0%
81%
19%
100%
88%
13%
100%
79%
21%
30%
70%
58%
42%
67%
33%
65%
35%
63%
37%
Criteria #1: Shared mission, vision, values
Criteria #2: Collaborative culture
Criteria #3: Inquiry into Best Practices & Current Reality
Criteria #4: Commitment to Continuous Improvement
Criteria #5: Results & Action Oriented
Category

Red Deer Lake School Student Continuum of Supports

UNIVERSAL Systems and Approaches

Supports and instructional strategies provided to all students to promote successful student outcomes (Teachers, Students, and Parents)

"Good for all, essential for some"

Phone Call Home

- Timely feedback for all assessments
- Knowledge of student needs and assessments will guide lesson design and practice
- School-wide assessments
  - RRST
  - GRADE
  - MIPI
  - SOS-Q
- Purposeful and responsive differentiation of learning
- Teacher-student conversations
- Two-way communication with parents via telephone and email
- Ongoing school communication around student learning
- File review looking for the following:
  - ILP
  - BSP
- Collaborate with Learning Coach
- Collaboration with colleagues
- Professional Learning Communities to support student social emotional and academic wellness
- Classroom mentorship for student/teacher mentorship program
- Mental Health Literacy Curriculum (discuss with Family School Liaison Counselors-FSLC)
- Use of the Positive Behaviors Support tenants
- Review behavior support plans
- Use of 7 Cognitive Strategies
- Classroom circles (Learning Coaches have resources to support)
- Formal progress monitoring
- Use of FLEX time as an academic support structure

Attendance:

- Phone call to parent
- Voice call out when students are absent
- Ensuring every student has a positive relationship with somebody in the school

TARGETED Classroom-Based Interventions

High efficiency, collaborative, rapid response focused on a smaller target group (Teachers, Students, Parents supported by Learning Coach and Admin Team)

Phone Call Home

- Identify student needs – learning and/or social-emotional
- Use of assistive technology
- Identify need for assessment accommodations
- Identify need for additional classroom support
- LLI and Precision Reading
- Literacy and numeracy intervention groups
- Documented dialogue with parents via telephone or face-to-face meeting
- Meetings with grade level teachers in regard to specific student or student group (formal)
- Revisit Universal Interventions with Learning Coach and/or Administrative Team
- Revisit CLEVR (if applicable) and update and/or change
- Mental Health Literacy Curriculum (discuss with Family School Liaison Counselors-FSLC)
- Consult Cumulative file (see LC)
- FLEX accountability/mandatory FLEX
- Refer students to student intervention conversations during PLC
- Make plans for RTI and LC support
- Mini conferences with students (see learning coaches for format if needed)
- Modification of the classroom environment (for example, lighting, noise level, seating, etc.)

Attendance:

- Meeting with parent/guardian
- One to one conversation with student
- Late entry plan (if a student comes late, what is the plan to catch them up?)
- Referral to School-based support team (via LC) to discuss function of behavior/Root Cause Analysis:
- Learning needs
- Is a Level B required?
- Social emotional needs
  - Informal Cumulative File Review (teacher)
  - Involve students and parents in solutions

SPECIALIZED School-Based Interventions

Intensive assessment-based responses focused on durable, sustainable, formalized procedures (Students, Parents, LC, EAs, Admin Team)

Phone Call Home

- Formal Consultation with
  - Learning Coaches
  - Admin
  - Parents
  - Family-School Liaisons
  - Outside Agencies (short-term use)
  - Divisional Psychologist
  - Behavioral specialist
  - ESL/ ELL Lead for the division (see Learning Coaches for name)
- Level B Testing/Level C testing referrals (done through Learning Coaches)
- In-School Suspension (Administration)
- Possible recommendation for permanent or semi-permanent change in learning environment such as:
  - Learning Coach Room
  - The Hub (in-school)
  - Supervised Flex
  - Alternate Timetables (modified/blended)
- Formal File review (done by Learning Coach)
- Restorative Circles
- Possible adapted programming
- Collaboration with grade level team/teaches using a strength-based approach
- Mandatory FLEX
- Use of Mapping (person centered planning tool to map out hopes and dreams), see Director of Inclusive Learning for details

Attendance:

- pull attendance data once/month
- Calling Tree - list of contact people to call to get student to school (i.e. mom, dad, aunt...)
- School Refusal Scale for student and parent
- Attendance support plan/contract is developed or Behavior Support Plan addresses attendance behavior
- Involve students and parents in solutions

COMPLEX Individualized Interventions

Individualized focused, consultative responses often involving outside agencies or consultants (Students and LC/Admin supported by Community Supports and FSD School Linked Team)

Phone Call Home

- Out-of-School Suspension
- Outside Agencies (extended use)
  - Calgary South Health Campus
  - Psycho-Educational Testing
  - Treatment Programs
  - Hospital Programs
- The Foothills Digital School
- C-STAG (Comprehensive school threat assessment guidelines)
- Speech and language
- Consultation with Director of Inclusive Learning
- Referrals to outside agencies:
- Access Mental Health
- COPE (Community Outreach of Pediatrics and Psychiatry in Education)
- Child and Family Services
- RCMP
- School linked Team
- Cameron Crossing as part of grade 9 transition
- Local Urgent Care
- Specialty Therapists (ie. Speech language. Occupational therapists)

Attendance:

- Parent and newsletter information regarding strategies: -ie Sanctions and Incentives Involve students and parents in solutions
- Family Advocate - Check and Connect Monitor (consistent staff member assigned to a family with high support needs - communicating with teachers, parents, etc... about students' progress in school, assessing level of engagement and creating a plan to strengthen engagement)
- Alternative programming

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: Explicitly sharing, discussing, and restating the RDL mission and vision. Reiterating how this applies to RDL's specific context and aligns with that of FSD.	
Strategy 2: Strategically embedding PLC time within the timetable so that teachers can have the time needed to work together to focus on student learning and wellbeing.	
Strategy 3: Complete the RDL Student Continuum of Supports. This will be completed collaboratively and and will be implemented as the core of all intervention and the utilized as the main guiding points for conversations regarding students in PLC work.	

Areas of Strength:

- Due to changes in the timetable, PLCs are now embedded within the weekly timetable. This change was made after the survey was completed and before we received the data.
- Staff feel that they continue to focus on contextual realties and improving best practices

Areas for Growth:

- All indicators have decreased. This is concerning. Upon digging further into individual questions of which the 5 indicators for the staff professional learning survey were comprised one of the major struggles staff appeared to share was a lack of a localized and contextual continuum of support. That has since been developed and is posted above.
- In consultation with RDL staff, several of them suggested that they were unclear whether that survey was connected to site-based professional learning or divisional professional learning and some indicated that they answered based on a connection to divisional professional learning.

Next Steps:

- The RDL Continuum of Supports (Shown above) is the first document of its type at RDL. It was constructed, edited, and updated collaboratively asynchronously by staff. This document will be updated on an annual basis
- Professional learning days, PLC work, and Staff Meetings will continue to be built around student centered work focusing on:
    - What do we expect students to learn?
    - How will we know if they have learned it?
    - How will we, as a team, respond when students experience difficulty in learning?
    - How will we, as a team, respond when students have already mastered the learning?
    - How can we utilize research to improve our instructional practices?