

Red Deer Lake School

School Annual Education Results Report 2022 – 2023

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.

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

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

Providing Assurance

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

Our Story of Learning

»» THE FUTURE-FOCUSED MODEL FOR LEARNING

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

About Our School

Red Deer Lake 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 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.

For picture evidence that captures some of our year, please check out the Red Deer Lake School Instagram feed (@rdlschool)

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	79.5	81.5	81.5	Low	Maintained	Issue

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

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

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

Engagement

Our Story of Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)

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
<p><i>Desired Result</i></p> <p>Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p><i>Measurable statements of what FSD seeks to achieve</i> Stakeholder engagement and communication strategies ensures:</p> <ul style="list-style-type: none"> • engagement, support, and success for each learner. • governance aligns with and is responsive to the needs and expectations of the learning community. • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. • communication provides assurance. • partners in education anticipate local and societal needs and circumstances and respond with flexibility and understanding. 	<p><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by Foothills School Division. • Measures indicate that parents are involved in school and system decision making processes. • Measures demonstrate stakeholder engagement informs policies, procedures, priorities, education plans, annual education results reports and budget decisions in support of student growth and achievement.

Measures and Targets

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

Provincial

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

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
 - What stakeholders were involved?
 - How were they engaged?
 - How results and related information were shared?
 - What actions were taken based on input provided?

- How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights <i>Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)</i> <i>Impact and effectiveness of strategies implemented in achieving goal</i>	
Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Student Engagement: <ul style="list-style-type: none"> ● 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 	Intermediate
Staff Engagement: <ul style="list-style-type: none"> ● 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 	Low
Parent Engagement: <ul style="list-style-type: none"> ● 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 	Intermediate

<p>Community Engagement:</p> <ul style="list-style-type: none"> • 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 	<p><i>High</i></p>
<p>Communications:</p> <ul style="list-style-type: none"> • Weekly RDL newsletter • Just-in-time email communication • Classroom-based teacher communications • Agendas • Teacher Remind communications • Admin messages on newsletters • PTIs 	<p><i>Intermediate</i></p>

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.
- Increase the breadth and depth of the weekly newsletter to support communication.
- Increased student feedback opportunities.

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 build community connections.

<p align="center">Continuous Improvement Results Analysis</p>		
<p align="center">Goal</p>	<p align="center">Outcomes</p>	<p align="center">Indicators</p>
<p align="center"><i>Desired Result</i></p> <p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Collaborative relationships with stakeholders. • Meaningfully involved education partners and stakeholders. • Sustained culture of continuous improvement and collective responsibility. • The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. • Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment 	<p align="center"><i>Indicators of achieving outcomes</i></p> <p>Measures indicate learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p> <ul style="list-style-type: none"> • The Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. • FSD provides assurance to the government, local stakeholders and the public that the Foothills School Division is fulfilling their responsibility for continuous improvement in student growth and

	<p>with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements.</p> <ul style="list-style-type: none"> • A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p>achievement through provincial and local measures.</p> <ul style="list-style-type: none"> • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

- Provincial**
- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
 - **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
 - **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Local**
- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
 - **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
 - **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights
*Provincial and Local Measures: 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
2019-2020			
2020-2021	92.3%	73.6%	85%
2021-2022	89.0 %	74.2%	74.6%
2022-2023	91%	81.7%	66%
Evaluation	Very High	High	Low

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2019-2021						
2021-2022	93%	89%	97%	88%	79%	68%
2022-2023	93%	88%	96%	88%	81%	69%
Evaluation	Very High	High	Very High	High	High	Low

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: 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.	<i>Intermediate</i>
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.	<i>Intermediate</i>
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.	<i>Intermediate</i>

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.

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

[Safe Positive Schools](#)

[FSD Resilience](#)

[Inclusive Learning](#)

[Student Learning](#)

[Indigenous Learning](#)

[Student Supports](#)

[Supports for Families](#)

[Community Supports](#)

[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 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
Advance wellness and well-being: Develop collective efficacy in advancing a culture of wellness and well-being.	<ul style="list-style-type: none"> Learners are active, healthy, and well. Learners contribute to developing and advancing cultures of wellness and well-being. 	<ul style="list-style-type: none"> Improved wellness and well-being in students and staff. Learning environments are welcoming, caring, respectful and safe.

	<ul style="list-style-type: none"> Learners contribute to and feel welcomed, cared for, respected and safe. Learners demonstrate understanding and respect for the uniqueness of all learners. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Learners access a continuum of supports to be successful. Learners develop their personal growth and wellbeing by making positive decisions, achieving goals, building resiliency, and adapting to change. Learners build resilience and positive mental health skills. Students' Matters and Staff Advisory take action to support wellness and well-being system wide. 	<ul style="list-style-type: none"> Improved understanding of an inclusive education system. Improved collaboration with education partners to support learning. Improved wrap around services and supports enhances conditions required for optimal learning and wellness. Continuum of supports enriches learning and meets the need of students, families, staff, and communities.
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<p>Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> Learners demonstrate understanding and respect for the uniqueness of all learners. A robust continuum of supports ensures student success. Learning environments are welcoming, caring, respectful and safe. Structures and systems support learning and meet the needs of students, families, staff, and communities. Learners access continuum of supports. Wrap around services and supports enhance conditions required for optimal learning and student well-being. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. Continuum of Supports is visible and accessible. Collaboration with education partners to support student learning and well-being.
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Measures and Targets
Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

<p>Provincial</p> <ul style="list-style-type: none"> Safe & Caring: Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Access to Supports and Services: Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports. <p>Local</p>

- **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
2019-2020		
2020-2021	93.9%	NA
2021-2022	91.6%	78.2%
2022-2023	92.7%	82%
Evaluation	<i>Very High</i>	<i>High</i>

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
2022-2023	89%	89%	80%	73.5%	93%
Evaluation	High	High	High	Intermediate	Very High

Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: 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.	High
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.	High
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.	High

Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: 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.	Very High
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?	Intermediate
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.	High

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 available 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

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

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

[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](#)

Student Growth and Achievement Results Analysis

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

- Learners develop agency using ongoing assessment feedback to reflect continuously on their progress, identify strengths, areas of need, and set new learning goals.
- Curriculum is relevant, clearly articulated and designed for implementation within local contexts.
- Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.

Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 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
2019-2020						
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
2022-2023	88.4%	78.3%	81%	91%	85.8%	87%
Evaluation	<i>High</i>	<i>Intermediate</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>High</i>

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%	66%	45%
2022-2023	96%	84%	88%	94%	55%	71%	60%
Evaluation	<i>Very High</i>	<i>High</i>	<i>High</i>	<i>Very High</i>	<i>Intermediate</i>	<i>High</i>	<i>Intermediate</i>

Strategies: Advance Innovation and Design <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Increase the school’s focus on a more balanced approach to curriculum	<i>High</i>
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	<i>High</i>
Strategy 3: Embed CTF and an innovation and design focus within planning and preparation of DIV I and II classes	<i>High</i>

<p align="center">Strategies: Advance Learning for Transfer</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy: Continue to increase focus on larger tasks that support students:</p> <ul style="list-style-type: none"> To form conceptual understandings, To be agents of their own learning, To be allowed to live with complex problems over time. 	<p align="center">Low</p>

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 promote and support staff growth.

<p align="center">Goal 3</p> <p align="center"><i>Desired Result</i></p>	<p align="center">Outcomes</p> <p align="center"><i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators</p> <p align="center"><i>Indicators of achieving outcomes</i></p>
<p>Advance First Nations, Métis, and Inuit student success</p> <p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> First Nations, Métis and Inuit learners are successful. Engagement of First Nations, Métis and Inuit families in education and active participation in decision making to support student success and truth and reconciliation. Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. Learners understand and respect the histories, contributions, and perspectives of First Nations, Métis and Inuit peoples in Alberta including Treaty Rights and the importance of reconciliation (Alberta Education Ministerial Order on Student Learning, p.2). Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, 	<ul style="list-style-type: none"> Improved programs, services, and strategies to support First Nations, Métis, and Inuit student success. All learners deepen their understanding of First Nations, Métis and Inuit perspectives, experiences, treaties, agreements, and the history and legacy of residential schools. Implementation of the FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. Measures indicate improvements in attendance, achievement, and high school completion. Learners share positive experiences and conditions for success. Learners experience respectful and reciprocal relationships with their school community.

	<p>Cultural Advisors, local leaders, and community positively impact learner success.</p> <ul style="list-style-type: none"> • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	
<p>Goal 4 <i>Desired Result</i> Advance literacy and numeracy Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners are literate and numerate. • Learners have literacy and numeracy competency to engage in learning across content areas. • Learners achieve provincial learning outcomes, demonstrating strengths in literacy and numeracy. • Curriculum is relevant, clearly articulated and designed for implementation within local contexts. • Balanced literacy and numeracy programming advanced student growth and achievement. • Learners have high quality learning experiences in literacy and numeracy. • Learners apply knowledge, understanding and skills in authentic contexts and situations. • Deep transferable learning. 	<p>Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate that students demonstrate knowledge, skills, and attitudes of a literate and numerate learner. • Measures indicate improvement in learner’s ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences.

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.
 - **Provincial Literacy and Numeracy Assessments: Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- Local**
- **Cultural Perspectives Survey**
 - **RRST (Reading Readiness in English & French):** Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.
 - **GRADE (Literacy Assessment in English):** Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension.

- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy & 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

	English		Math		Social Studies		Science		French Language Arts	
	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence
2021-2022	93.5%	45.7%	63.0%	13.0%	84.8%	32.6%	89.1%	43.5%	NA	NA
	91.1%	28.6%	57.1%	7.1%	85.7%	8.9%	78.6%	25.0%		
2022-2023	N/A	N/A	N/A	N/A	97.9%	45.8%	97.9%	51.1%	NA	NA
	100%	23.5%	75.5%	18.4%	89.8%	18.4%	98%	36.7%		
Evaluation	N/A	N/A	N/A	N/A	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	<i>Very High</i>	NA	NA
	<i>Very High</i>	<i>Very High</i>	<i>High</i>	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>Very High</i>	<i>Very High</i>	NA	NA

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

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

Performance Measures	Listening	Vocabulary	Comprehension
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2019-2020		50	50
2020-2021	59%	72%	79%
2021-2022	59%	83%	87%
2022-2023	71%	87%	82%
Evaluation	Intermediate	High	High

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020				
2020-2021	68%	70%	70%	81%
2021-2022	70%	74%	70%	83%
2022-2023	80%	88%	80%	90%
Evaluation	High	High	High	Very High

<p align="center">Strategies: Advance First Nations, Métis, and Inuit student success</p> <p align="center"><i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation</p> <p align="center"><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Explicitly focus on TQS competency 5 in site-based professional learning</p>	<p>High</p>
<p>Strategy 2: Build relationships with local Elders and Knowledge Keepers</p>	<p>Very High</p>

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.

<p align="center">Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: 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.</p>	<p align="center">High</p>
<p>Strategy 2: Use embedded time with the Learning Coach to support staff with differentiation of planning, preparation, and implementation of lessons</p>	<p align="center">Intermediate</p>
<p>Strategy 3: Staff unpacking of ILPs to better understand student specific needs and accommodations</p>	<p align="center">Intermediate</p>

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

<p align="center">Goal 5 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes</i></p>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<ul style="list-style-type: none"> • Increased success and engagement for all learners. • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers and leaders improve their professional practice through collaborative 	<ul style="list-style-type: none"> • Measures indicate improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all learners. • Teachers grow their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective

	<p>engagement in processes of growth, supervision, and evaluation.</p> <ul style="list-style-type: none"> Professional learning is aligned to standards of professional conduct and standards of professional practice. Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous improvement. Improved systemic use of foundational principles of instruction and assessment and a common language of pedagogy. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<p>practice resulting in deep and transferable learning.</p> <ul style="list-style-type: none"> Measures indicate increased use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning. Measures indicate teachers and leaders continuously improve their professional practice through high quality professional learning opportunities. Teachers and leaders analyze the learning context, attend to local and societal considerations, and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.
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Measures and Targets

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

Provincial

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

Local

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

Evidence and Key Insights

*Provincial and Local Measures: 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%	
2022-2023	77%	62%	50%	69%	62%	87%
Evaluation	Intermediate	Low	Very Low	Low	Low	High

Strategies: Advance excellence in teaching, learning, and leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: 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.	Low
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.	Low
Strategy 3: Complete the RDL Student Continuum of Supports. This will be completed collaboratively 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.	Intermediate

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 realities 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?

