

# Red Deer Lake School

## Year 3 - School Annual Education Results Report 2023-24

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

[School Education Plan 2021-2024 \(year 3\)](#)  
[School Website](#)

### School Land Acknowledgement

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 Accountability and Assurance

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

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

## Our Story of Learning

### »» THE FUTURE-FOCUSED MODEL FOR LEARNING

#### AGENCY

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

#### CONNECTION

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

This includes the exploration of 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><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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><b>Commitments</b></p> <ul style="list-style-type: none"> <li>▪ Visionary leadership that inspires opportunities and initiatives to impact the engagement, support and success of our learners and our communities across the division</li> <li>▪ Engaging, communicating, and collaborating meaningfully with our learners and communities</li> <li>▪ Providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity within a culture of belonging</li> <li>▪ Building positive professional relationships and providing rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities</li> </ul>	<p><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<b>Engagement</b>	<b>Support</b>	<b>Success</b>
<b>Local and Societal Context</b>	<b>Learning Supports</b>	<b>Student Growth and Achievement</b>
<p><b>Goal:</b> Advance Stakeholder Engagement and Communications</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Goals:</b> Advance Wellness and Well-being Advance Continuum of Supports</p> <p><b>Assurance Measure:</b> 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><b>Goals:</b> Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
<b>Governance</b>		<b>Teaching and Leading</b>
<p><b>Goal:</b> Advance Continuous Improvement and Assurance</p> <p><b>Assurance Measure:</b> 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><b>Goal:</b> Advance Excellence in teaching, learning and leading</p> <p><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

## About Our School

We are a K-9 school with approximately 480 students and 30 staff. This comprises certificated teachers including a Learning Coach, as well as non-certificated staff such as educational assistants, office staff, a Learning Commons Facilitator, and a Family School Liaison Counselor. We offer a wide range of learning opportunities in the classroom, community and outdoors. Students are invited to attend a variety of clubs and extracurricular activities, for a well-rounded schooling experience focusing on intellectual engagement, health & well-being, and social emotional development.

At Red Deer Lake, we ensure that everyone feels like they **belong**, that we **believe** in our individual and collective potential, and we **become** our best selves through the choices that we make every day. When we ensure that everyone belongs, believes, and becomes, we are Dragons!

## School Highlights and Celebrations

**When We Belong, Believe, and Become, We are Dragons.**

**We are 100% of Staff for 100% for Kids**

**Everyone** that walks through our doors is on **our team**. We welcome all and support everyone.

- We speak positively about students and staff. We understand that everyone makes mistakes and requires help, but we focus on the positive. How can we help? What do I not understand, yet?
- We assume good intentions and meet our team where they are at.
- We hold everyone responsible for their actions. When we make mistakes, we work together to amend fractured relationships.
- We learn together for the good of the team.

**People will forget what we said, people will forget what we did, but people will never forget how we made them feel.**

- We have the right to be included in activities, to feel safe at school, and to belong.
- We have the responsibility to be kind and welcoming to all people at Red Deer Lake.

**We are curious, not judgmental.**

- We have the right to have our ideas heard and for others to listen.
- We have the responsibility to be reflective and to seek to understand where others are coming from.
- We seek to understand what is in our 'circle of control'.

**We are braver than we believe, stronger than we seem, and smarter than we think.**

- We work together to instill a belief in everyone's potential and capabilities.
- We believe in nurturing not only our academic skills but also our social, emotional, and physical well-being.

**Not all those who wander are lost.**

- We foster a sense of support among students, staff, families, and the wider community regarding their paths and passions.

**The only person we are destined to become is the person we decide to be.**

- The choices we make every day impact who we become. We choose to make decisions that are respectful, thoughtful, and kind.

## Alberta Education Assurance Measures Report Summary

FSD Assurance Survey	Positive Responses from Parents	Evaluation
Access to Supports and Services	87%	High
Citizenship	91%	Very High
Education Quality	89%	High
Lifelong Learning	87%	High
Parental Involvement	86%	High
Program Access	87%	High
Program of Studies	89%	High
Program of Studies/At risk students	88%	High
Safe and Caring Schools	92%	Very High

School Improvement	85%	High
Student Learning Engagement	94%	Very High
Welcoming Caring Responsive Student Learning Environment	93%	Very High
Work Preparation	89%	High

Alberta Education Assurance Survey (AEAM)	Positive Responses from Parents	Evaluation
Access to Supports and Services	76.7	n/a
Citizenship	85.1	Very High
Education Quality	86.1	Intermediate
Lifelong Learning	79.7	High
Parental Involvement	78.9	High
Program Access	70.8	Low
Program of Studies	82.1	Very High
Program of Studies/At risk students	78.1	Very Low
Safe and Caring Schools	92.3	Very High
School Improvement	74.2	Intermediate
Student Learning Engagement	82.6	n/a
Welcoming Caring Responsive Student Learning Environment	90.5	n/a
Work Preparation	82.1	High

## Measure Evaluation

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

### Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

# Engagement

## Our Story of Engagement

### Policy 1: Divisional Foundation Statements

#### Advocacy

#### A Shared Responsibility: Safety for All Celebrations for All

#### Celebrating our Flourishing Community Engagement Opportunities

#### Foothills Flourishing Community Award

#### FSD Footnotes

#### FSD Social Media

#### FSD News

#### Get Involved

#### Governance

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](#)

## Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p><b>Advance stakeholder engagement and communications</b> 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>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> <li>governance aligns with and is responsive to the needs and expectations of the learning community</li> <li>stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system</li> <li>communication provides assurance</li> </ul>	<ul style="list-style-type: none"> <li>measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division</li> <li>stakeholder engagement informed decision making and education plans</li> <li>education partners anticipate local and societal needs and circumstances and respond with flexibility and understanding</li> </ul>

## Measures and Targets

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

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

#### Provincial

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

#### Local

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

## Evidence and Key Insights

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

<p style="text-align: center;"><b>Strategies</b></p> <p style="text-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 style="text-align: center;"><b>Evaluation</b></p> <p style="text-align: center;"><i>Impact of strategies implemented</i></p>
<p><b>Student Engagement:</b></p> <ul style="list-style-type: none"> <li>☒ student voice committee</li> <li>☒ classroom engagements with administration</li> <li>☒ embedded leadership classes by grades</li> </ul>	<p><i>Intermediate</i></p>
<p><b>Staff Engagement:</b></p> <ul style="list-style-type: none"> <li>☒ staff meetings</li> <li>☒ surveys/polls</li> <li>☒ one-on-one dialogues</li> <li>☒ PLC Meetings</li> <li>☒ PD committee</li> <li>☒ Monthly Coffee Chats</li> </ul>	<p><i>High</i></p>
<p><b>Parent Engagement:</b></p> <ul style="list-style-type: none"> <li>☒ Face-to-face</li> <li>☒ RDL parent council</li> <li>☒ continuous and ongoing informal conversations</li> <li>☒ administration engagement through supervision opportunities</li> <li>☒ Virtual</li> <li>☒ needs-based surveys</li> <li>☒ Communications <ul style="list-style-type: none"> <li>☒ Social Media</li> <li>☒ School Twitter and Instagram pages</li> <li>☒ Admin and Staff Twitter and Instagram</li> <li>☒ RDL School Facebook, Instagram, and Twitter</li> </ul> </li> </ul>	<p><i>High</i></p>
<p><b>Community Engagement:</b></p> <ul style="list-style-type: none"> <li>☒ Continue our partnership with Lloyd Park and Priddis Arena</li> <li>☒ Share celebration throughout the local community <ul style="list-style-type: none"> <li>☒ newspapers</li> <li>☒ social media</li> </ul> </li> </ul>	<p><i>High</i></p>

<p><b>Communications:</b></p> <ul style="list-style-type: none"> <li>☒ Communication plan: posted on website and shared with parents (class-by-class)</li> <li>☒ Staff engagement with parents</li> <li>☒ Curriculum Newsletters</li> <li>☒ Weekly teacher communication with families (email, blogs, etc.)</li> <li>☒ Administration Letter (Feedback Mechanism..., sharing back)</li> <li>☒ School Council Website (Facebook, Twitter, Instagram)</li> <li>☒ Administration phone calls home</li> </ul>	<p><i>High</i></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Weekly Newsletter</li> <li>• Monthly School Council meeting engagement.</li> <li>• Open door policy with staff.</li> <li>• Responsive communication with families when issues arise and willingness to listen and understand.</li> <li>• Principal Advisory Committee.</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>• Increased student feedback opportunities.</li> <li>• Utilize Instagram more often to celebrate our kids and school.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Continue to work with RDL School Council to strengthen relationships and utilize their contacts and connections to build community connections.</li> <li>• Improve our student’s feeling of helping to inform our next steps as a school.</li> </ul>	

Continuous Improvement Results Analysis		
Goal	Outcomes	Indicators
<p style="text-align: center;">Desired Result</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 style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> <li>• building relationships</li> <li>• engaging with education partners and stakeholders</li> <li>• creating and sustaining a culture of continuous improvement and collective responsibility</li> </ul>	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success</li> <li>• curriculum is relevant, clearly articulated and designed for implementation within local contexts</li> <li>• Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement</li> <li>• Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity</li> </ul>

		<ul style="list-style-type: none"> <li>• 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</li> <li>• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans</li> <li>• fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements</li> <li>• 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</li> </ul>
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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 in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
  - **Continuous Improvement:** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
  - **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Local**
- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities. What stakeholders were involved? How were they engaged? How results and related information were shared? What actions were taken based on input provided? How were obligations met under the School Councils Regulation to provide school councils the opportunity to provide advice on development of education plan and annual education results report and to share results from local and provincial measures?
  - **FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
  - **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
  - **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth and achievement.

**Evidence and Key Insights**  
*Provincial and Local Measures: 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	92.3%	73.6%	85%
2021-2022	89.0 %	74.2%	74.6%
2022-2023	91%	81.7%	66%
2023-2024	86.1%	78.9%	71.6%
Evaluation	High	Intermediate	Low

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

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2020 -2021						
2021-2022	93%	81%	86%	88%	79%	68%
2022-2023	93%	82%	82%	88%	81%	69%
2023-2024	91%	83%	86%	87%	87%	85%
Evaluation	Very High	High	High	High	High	High

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

<b>Strategy 1:</b> Utilize online communication platforms ie. Bang the Table to focus on student growth and achievement.	<i>Intermediate</i>
<b>Strategy 2:</b> Utilize social media platforms to engage parents and stakeholders ie. Instagram and Twitter	<i>Intermediate</i>
<b>Strategy 3:</b> Consult on an on-going basis with the RDL Parent Advisory Committee which is a sub-committee of RDL School Council.	<b>High</b>

**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 Red Deer Lake 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**
- AP 309 Safe, Caring, Respectful, and Inclusive Learning Environments that Foster a Place for All**
- A Flourishing Community**
- Celebrating our Flourishing Community**
- Parent and Community Connect**
- Inclusive Learning**
- Student Learning**
- Support for Parents**
- Truth and Reconciliation for Learner Success Toolkit**

- [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](#)  
[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	Outcomes	Indicators
<p style="text-align: center;"><i>Desired Result</i></p> <p><b>Advance wellness and well-being:</b> Develop collective efficacy in advancing a culture of wellness and well-being.</p>	<p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• learners are active, healthy, and well</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>

<p align="center"><b>Goal</b> <i>Desired Result</i></p>	<p align="center"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p>	<p align="center"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p>
<p><b>Advance our Continuum of Supports:</b> Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> <li>• learners contribute to developing and advancing cultures of wellness and well-being</li> <li>• learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• learners access a robust continuum of supports</li> <li>• students will develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change</li> <li>• students will build resilience and positive mental health skills</li> <li>• students will know the difference between and how to manage health stress and traumatic stress</li> </ul>	<ul style="list-style-type: none"> <li>• improved wellness and wellbeing in students and staff</li> <li>• all students and staff demonstrate understanding and respect for the uniqueness of all learners</li> <li>• all learning environments are welcoming, caring, respectful and safe</li> <li>• learning environments adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations</li> <li>• improved understanding of an inclusive education system is shared by all education partners</li> <li>• collaboration with education partners to support learning</li> <li>• cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness</li> <li>• structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities</li> <li>• programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning</li> </ul>

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

- Provincial**
- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school.
  - **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.
- Local**
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
  - **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
  - **Staff Advisory** (Guarding Minds Survey) and **Students’ Matters** input and feedback.
  - **Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement and student growth & achievement.

**Evidence and Key Insights**

*Provincial and Local Measures: 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	93.9%	NA
2021-2022	91.6%	78.2%
2022-2023	92.7%	82%
2023-2024	90.5%	76.7%
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
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%	75.2%	54.2%	93%
2023-2024	87.8%	94.7%	79.5	57.6%	93.2%
Evaluation	<i>High</i>	<i>Very High</i>	<i>High</i>	<i>Low</i>	<i>Very High</i>

<p align="center"><b>Strategies: Advance Wellness and Well-being</b></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"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Classroom circles model for Grade 5-9; an opportunity for students to build community and connection with peers</p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 2:</b> Collaboratively constructed and enacted universal, targeted, and individualized supports for academic and social/emotional wellbeing of students</p>	<p align="center"><i>High</i></p>
<p><b>Strategy 3:</b> Embedded bi-weekly time with FSLC as part of classroom health and wellness times. Focuses will be needs based.</p>	<p align="center"><i>High</i></p>
<p align="center"><b>Strategies: Advance Continuum of Supports</b></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"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> The RDL continuum of supports will be constructed and formalized collaboratively with all staff and shared with parent community stakeholders. The framework of universal, targeted, and individualized supports within the context of RDL staff and students will be treated as a working document— everchanging with the students and staff.</p>	<p align="center"><i>High</i></p>
<p align="center"><b>Strategy 2:</b> Umbrellas of Reconciliation through <a href="#">decolonization of education and decoloniality</a></p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 3:</b> Specific focuses on <a href="#">literacies</a> and <a href="#">numeracy</a> while recognizing that these are not mutually exclusive</p>	<p align="center"><i>High</i></p>
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>All indicators suggest that students at RDL feel safe and cared for. Students feel that teachers are their advocates.</li> <li>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.</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Continue to improve parent and community communication around student supports and the RDL Continuum of Supports.</li> </ul>	

## Success

Our Story of Success  
[Alberta Learning Competencies](#)  
[Assessment and Reporting](#)  
[Career Education](#)  
[Innovation and Design](#)

[Learning that Transfers](#)  
[First Nations, Métis, and Inuit student success](#)  
[French Immersion](#)  
[Literacy](#)  
[Numeracy](#)

- [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**

<b>Goal 1</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what we seek to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<b>Advance innovation and design</b> 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.	<ul style="list-style-type: none"> <li>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>
<b>Goal 2</b>	<b>Outcomes</b>	<b>Indicators</b>

<p style="text-align: center;"><i>Desired Result</i></p> <p style="text-align: center;"><b>Advance learning for transfer</b></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;"><i>Measurable statements of what we seek to achieve</i></p> <ul style="list-style-type: none"> <li>learners will be able to explore and develop their skills and passions and achieve their highest potential</li> <li>students will be well prepared for their future while remaining current and relevant in the local and global contexts</li> </ul>	<p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts</li> <li>improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals</li> <li>learners apply knowledge, understanding and skills in real life contexts and situations</li> </ul>
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**Measures and Targets**  
*Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented*

- Provincial**
- Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
  - Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
  - Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
  - Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of a ctive citizenship.
  - Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
  - Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
  - Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.
- Local**
- FSD Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
  - Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
  - Evidence of Principles and Practices that tell the story of learning** and provides assurance of continuous improvement, student growth and achievement.

**Evidence and Key Insights**  
**Advance Innovation and Design & Advance Learning for Transfer**  
*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)*  
*Impact and effectiveness of strategies implemented in achieving goal*

<p><b>Alberta Education Assurance Survey:</b> 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.</p>						
<b>Provincial Performance Measures</b>	<b>Program of Studies</b>	<b>Work Preparation</b>	<b>Citizenship</b>	<b>Quality of Education</b>	<b>Life-Long Learning</b>	<b>Student Learning Engagement</b>

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%
2023-2024	82.1%	82.1%	85.1%	86.1	79.7%	82.6%
Evaluation	High	High	High	High	Intermediate	High

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

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

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

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2020-2021	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%
2023-2024	96%	67%	83%	88%	55%	58%	32%
Evaluation	Very High	Intermediate	High	High	Intermediate	Intermediate	Very Low

**Strategies: Advance Innovation and Design**

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

**Evaluation**

*Impact of strategies implemented*

Strategy 1: Multidisciplinary teaching from K-9 to support complex learning tasks, metacognition, and critical thinking, affording for the breakdown of the illusion of content silos. Cascading challenges that promote ongoing critical thinking and intellectual engagement. Embedded times in PLCs to support multidisciplinary at the Div III level.	Intermediate	
<b>Strategy 2:</b> Increased focus on CTF/CTS and Fine Arts programming	High	
<b>Strategy 3:</b> Effective communication through learner profiles and classroom and school-based information regarding student conceptual understandings relative to the Program of Studies, including strengths, areas for growth, and next steps.	Intermediate	
<b>Strategies: Advance Learning for Transfer</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>	
Strategy 1: Aligned with FSD Learning and System Learning Days to increase professional capacity in design, implementation and assessment of conceptual learning and transfer	Intermediate	
<b>Strategy 2:</b> A focus on multidisciplinary and the whole child	Intermediate	
<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>We have strong scores across the board for rigor , effort, and high expectations.</li> <li>Strong scores in the areas of educational quality, program of studies delivery, and citizenship.</li> </ul> <p><b>Areas for Growth:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>How we can connect school work with life long learning and making the learning relevant to their own lives.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Through professional learning opportunities we will continue to promote and support staff growth through data.</li> </ul>		
<p style="text-align: center;"><b>Goal 3</b> <i>Desired Result</i></p> <p><b>Advance First Nations, Métis, and Inuit student success</b> Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p style="text-align: center;"><b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> <li>First Nations, Métis and Inuit learners are successful</li> <li>strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success</li> </ul>	<p style="text-align: center;"><b>Indicators</b> <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> <li>learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies for First Nations, Métis, and Inuit student success</li> </ul>

	<ul style="list-style-type: none"> <li>learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>FSD Truth and Reconciliation Toolkit supports improved Indigenous student success</li> <li>First Nation, Metis and Inuit families that are actively involved in educational decisions</li> <li>the school community applies resources needed to support First Nations, Métis, and Inuit Student achievement</li> </ul>
<p style="text-align: center;"><b>Goal 4</b> <i>Desired Result</i></p> <p style="text-align: center;"><b>Advance literacy and numeracy</b></p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve</i></p> <p>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.” <a href="#">AB ED Ministerial Order on Student Learning</a></p>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> <li>learners achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy</li> <li>learners apply knowledge, understanding and skills in real life contexts and situations improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades</li> <li>improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written)</li> <li>improvement in foundational numeracy and mathematical knowledge and skills for all students</li> </ul>
<p><b>Measures and Targets</b></p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p><b>Provincial</b></p> <ul style="list-style-type: none"> <li><b>Learning Outcomes (PAT &amp; Diploma):</b> <ul style="list-style-type: none"> <li>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.</li> <li>Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.</li> <li>Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 6 &amp; 9 Provincial Achievement tests and Grade 12 diploma exams for <b>English Language Learners</b>.</li> </ul> </li> <li><b>High School Completion Rate (3 and 5 Years):</b> Increase/maintain high school completion rate for our English as an Additional Language (EAL) Learners.</li> <li><b>Provincial Literacy and Numeracy Assessments: Assessment (Literacy):</b> Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)</li> </ul> <p style="text-align: center;"><b>Local</b></p> <ul style="list-style-type: none"> <li><b>RRST (Reading Readiness in English &amp; French):</b> Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations.</li> </ul>		

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

### Evidence and Key Insights

#### Advance Literacy and Numeracy & 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
	94.4%	22.2%	68.5%	16.7%	81.5%	16.7%	88%	33.3%		
2023-2024	N/A	N/A	N/A	N/A	88.9%	53%	N/A	N/A	N/A	
	95.8%	31.3%	79.2%	29.2%	91.7%	33.3%	91.7%	41.7%	N/A	

Evaluation	N/A	N/A	N/A	N/A	High	Very High	N/A	N/A	NA	NA
	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Very High	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
2020-2021	59%	72%	79%
2021-2022	59%	83%	87%
2022-2023	71%	87%	82%
2023-2024	73%	87%	85%
Evaluation	Intermediate	High	High

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

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2020-2021	68%	70%	70%	81%
2021-2022	70%	74%	70%	83%
2022-2023	75%	76%	81%	86%

2023-2024	88%	98%	86%	94%
Evaluation	High	Very High	High	Very High

<b>Strategies: Advance First Nations, Métis, and Inuit student success</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Partner with FSD schools to plan and share regarding Competency 5 of the Alberta TQS and LQS	Intermediate
<b>Strategy 2:</b> Provided opportunities for reading, and learning regarding foundational knowledges about First Nations, Métis, and Inuit.	Intermediate

**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.

**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.

<b>Strategies: Advance Literacy and Numeracy</b> <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	<b>Evaluation</b> <i>Impact of strategies implemented</i>
<b>Strategy 1:</b> Analysis of Level A Data (RRST and MIPI) to identify students who need targeted supports in Term 1	High
<b>Strategy 2:</b> Literacy and numeracy interventions structures built into the school day to target students needing growth in literacy and numeracy area	Intermediate

**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:**

- Continuing to always connect our teaching with the data that the students are providing us with their assessment results and other qualitative data such as the SOS-Q survey.

**Next Steps:**

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

## Teaching, Learning and Leadership Results Analysis

<b>Goal 5</b> <i>Desired Result</i>	<b>Outcomes</b> <i>Measurable statements of what FSD seeks to achieve</i>	<b>Indicators</b> <i>Indicators of achieving outcomes</i>
<p><b>Advance excellence in teaching, learning, and leading</b> those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.” <a href="#">GOA, Ministry of Education – Business Plan 2020-23, p.56</a></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation</li> <li>• teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice</li> <li>• teachers and leaders improve their professional practice in learning for transfer</li> <li>• improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning</li> <li>• improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning</li> </ul>

## Measures and Targets

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

### Provincial

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

### Local

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

## Evidence and Key Insights

*Provincial and Local Measures: 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)
2020-2021	81%	100%	88%	100%	79%	
2021-2022	30%	58%	67%	65%	63%	
2022-2023	77%	62%	50%	69%	62%	87%
2023-2024	n/a	n/a	n/a	n/a	n/a	n/a
Evaluation	Intermediate	Low	Very Low	Low	Low	High

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

	Clarity of Vision, Mission, and Values	Professional Learning and Collaborative Culture	Professional Learning Communities	Professional Body of Knowledge
2020-2021	n/a	n/a	n/a	n/a
2021-2022	n/a	n/a	n/a	n/a
2022-2023	n/a	n/a	n/a	n/a
2023-2024	90%	98%	80%	95%
Evaluation	Very High	Very High	High	Very High

<p align="center"><b>Strategies: Advance excellence in teaching, learning, and leading</b></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"><b>Evaluation</b></p> <p align="center"><i>Impact of strategies implemented</i></p>
<p><b>Strategy 1:</b> Embedded PLCs focused on increasing coherence between school-wide goals, multidisciplinary, and learning</p>	<p align="center"><b>Intermediate</b></p>
<p><b>Strategy 2:</b> Sharing of success and growth areas during school-based professional learning days</p>	<p align="center"><b>Very High</b></p>

**Areas of Strength:**

- Significant improvement in all indicators this past year.

**Areas for Growth:**

- Continue with our open door policy, focus on listening to staff needs, responding to the data, keeping the data easily accessible.
- Create a structure that is long lasting with respect to PLCs.

**Next Steps:**

- Review the 'Continuum of Support' regularly so that it becomes a part of the culture.
- Monthly meetings in our PLC groups that focus on student data and how we can best support.