

École Secondaire Highwood High School Annual Education Results Report 2022-23

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

[School Education Plan 2021-2024 \(year 2\)](#)

[School Website](#)

School Land Acknowledgement

Please find our updated Land Acknowledgement in English and French [here](#)

For our recorded version, please go [here](#)

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.

It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

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

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

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

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

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

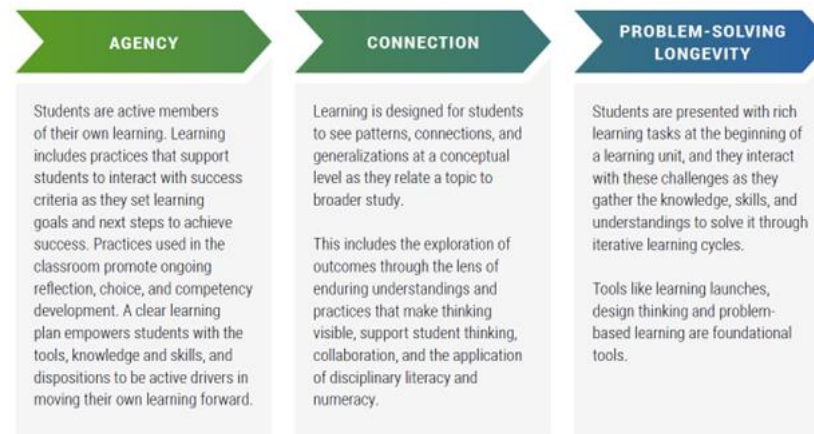
Providing Assurance

Foothills School Division is responsible for providing assurance to our stakeholders and the public that we are fulfilling our responsibilities and students are successful. This assurance arises from the combination of policies, processes, actions, and evidence that help build public confidence in the education system. This is achieved through relationship building, engagement with education partners and by creating and sustaining a culture of continuous improvement and collective responsibility. Foothills School Division Education Plan and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and providing assurance. The education plan and AERR are connected and inform one another. Our FSD strategic planning process is outlined in FSD [Administrative Procedure 100: Three-Year Education Plans and](#)

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

Our Story of Learning

»» THE FUTURE-FOCUSED MODEL FOR LEARNING



Our Goals and Strategies

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



École Secondaire Highwood High School is a grades 9 to 12 school on Treaty 7 territory and Metis Region 3 in the community of High River, Alberta. We have approximately 500 students and a dynamic staff of over 40 to offer a broad range of Core Academic, French Immersion/French Second Language, Career and Technology Studies, Fine Arts, Registered Apprenticeship Program as well as a wide array of complementary on/off campus courses, athletic programs, clubs and activities.

We incorporate the innovative use of technology at the school and throughout the Foothills School Division. We are proud to be a Professional Learning Team supported by ongoing professional development led by teachers for teachers. The central focus at Highwood is teaching for transfer and conceptual understanding, developing strong student-teacher-community relationships, ensuring greater levels of student learning for all.

School Highlights and Celebrations



Alberta Education Assurance Measures Report Summary

Required Alberta Education Assurance Measures - Overall Summary

Spring 2023

School: 5322 Ecole Secondaire Highwood High School

Assurance Domain	Measure	Ecole Secondaire Highwood High			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	75.0	84.8	84.8	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	70.0	76.2	74.5	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	87.6	91.4	87.8	80.7	83.2	82.3	High	Maintained	Good
	5-year High School Completion	90.6	94.1	93.4	88.6	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	n/a	55.9	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	14.0	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	74.9	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	10.5	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Education Quality	84.4	87.9	88.1	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.8	84.0	84.0	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.9	81.5	81.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	80.4	76.7	76.3	79.1	78.8	80.3	High	Maintained	Good

Aggregate Summary

Foothills School Division Assurance Survey

% of Parents with positive responses in each category excluding "Don't Know"

89

Results in Set

95%	75%	77%	66%	81%
Program of Studies	Work Preparation	Citizenship	School Improvement	Welcoming, Caring, Respectful...
94%	68%	88%	79%	86%
Quality of Education	Life Long Learning	Student Learning Engagement	Parental Involvement	Access to Supports

Legend (From the Alberta Education Assurance Measures Report - 2022)

- **Program of Studies:** Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
- **Work Preparation:** Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship:** Percentage of parents who are satisfied that students model the characteristics of active citizenship.
- **Quality of Education:** Percentage of parents satisfied with the overall quality of basic education.
- **Life Long Learning:** Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Student Learning Engagement:** The percentage of parents who agree that students are engaged in their learning at school.
- **School Improvement:** Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Parental Involvement:** Percentage of parents satisfied with parental involvement in decisions about their child's education.

Measure Evaluation

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

Goal Achievement Measure

Very Low

Low

Intermediate

High

Very High

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

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

Engagement

Our Story of Engagement

[Community Engagement](#)

[Engagement Opportunities](#)

[Get Involved](#)

[Advocacy](#)

[Foothills Flourishing Community Award](#)

[FSD News](#)

[FSD Footnotes](#)

[School Council Presentations](#)

Stakeholder Engagement Results Analysis

<p style="text-align: center;">Goal <i>Desired Result</i></p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</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>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. 	<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
*Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Strategies	Evaluation
<p>Engagement Based on School Developed Parent Survey, Student Matters Survey and Student Engagement Survey:</p> <ol style="list-style-type: none"> 1. Continue to focus on collecting voice from students, staff, parents, and the larger community 2. Continue to discuss opportunities for engagement with all our stakeholders in an open and honest format 3. Continue to address issues and growth with school citizenship within the school and community 4. Continue to work with school council, student council, school lead team, student matters and other influencers to gather voice and input 	<p><i>Impact of strategies implemented</i></p>
<p>Strategy 1: Student Engagement</p> <ul style="list-style-type: none"> • Continue with focus on Conceptual Understanding and Teaching for Transfer • <u>Overarching Critical Inquiry Questions</u> <ul style="list-style-type: none"> ○ How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency? ○ How do we ensure meaningful transfer to life occurs through the way we plan for learning? • Continue to promote student wellness activities - Wellness Wednesdays • Continue to survey student needs and promote our Student Matters committee and their work • Continue to promote student participation in Truth and Reconciliation projects - embed ongoing activities 	<p style="text-align: center;">High</p>
<p>Strategy 2: Staff Engagement</p> <ul style="list-style-type: none"> • Lead Team collaboration on all aspects of school planning • All staff involved in Lead Groups at the divisional level • Lead group working with Learning Services and Garfield Gini-Newman • PLT structure, embedded time and learning focus • Continue to promote staff participation in Truth and Reconciliation projects • Continue to promote leadership opportunities, formally and informally, for staff through PLT, Leads, Leading and Learning, etc. 	<p style="text-align: center;">High</p>
<p>Strategy 3: Parent Engagement</p> <ul style="list-style-type: none"> • Parent surveys throughout the school year • School Council involvement in decision making • Use of School Council Facebook page • Engagement opportunities through Assurance • Use of school social media platforms (Twitter, Instagram) • Bi-weekly communication out from classroom teachers to parents regarding programming, progress, and student supports • Parent/Teacher Interviews 	<p style="text-align: center;">Very High</p>

<ul style="list-style-type: none"> • Continue to promote parent participation in Truth and Reconciliation projects (i.e.) HILL (Highwood Indigenous Learning Landscape committee) and HICAD (Highwood Indigenous Cultural Appreciation Day) • Use of live streaming for events 	
<p>Strategy 4: Community Engagement</p> <ul style="list-style-type: none"> • Registered Apprenticeship, Work Experience, Green Certificate • Foothills Emergency Responder Program • Career Lab connections • Community/PE program partnerships • Hosting school and community events • Fine Arts performance opportunities • Regional Band collaboration opportunities • Promote members at large on School Council • Local scholarships & awards • Daily posting of announcements on webpage • School webpage platform and school calendar updates ongoing and relevant information posted • Continue to promote community participation in Truth and Reconciliation projects • School Mascot – Maverick – participating in community events (Car Show, Santa Claus parade.) 	<p>High</p>
<p>Strategy 5: Communications</p> <ul style="list-style-type: none"> • School and Divisional webpages • School Messenger • Admin messages/videos • School calendar online • School highway sign • School communication teacher plans • Parent/Teacher Interviews • School council Facebook page • School Twitter • School Instagram 	<p>High</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Assurance is a large focus of what we are doing to incorporate every stakeholder voice in decisions we make at the school level. • Surveys at the student, staff, parent, and community level to gather input <p>Areas for Growth:</p> <ul style="list-style-type: none"> • continue with the focus on assurance, look at available opportunities to communicate out on a regular basis. <p>Next Steps:</p>	

- continue with the focus on assurance, look at available opportunities to communicate out on a regular basis.

Continuous Improvement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<ol style="list-style-type: none"> 1. Collaborative relationships with stakeholders. 2. Meaningfully involved education partners and stakeholders. 3. Sustained culture of continuous improvement and collective responsibility. 4. The division engages students and their families, staff, and community members in the creation and ongoing implementation of a shared vision for student success. 5. Fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements. 6. A cycle of evidence-based continuous improvement that informs ongoing planning and priority setting, builds capacity. 7. Curriculum is relevant, clearly articulated and designed for implementation within local contexts. 	<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 achievement through provincial and local measures. • AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans.

Measures and Targets

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

Provincial

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

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.

- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2019-2020	n/a	n/a	n/a
2020-2021	88%	81%	89%
2021-2022	95%	78%	70%
2022-2023	84.4%	80.4%	66%
Evaluation	Intermediate	High	Intermediate

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	89%	81%	95%	83%	75%	78%
2022-2023	88%	77%	94%	81%	86%	79%
Evaluation	Very High	High	Very High	High	Very High	High

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: Continue to provide timely Assurance reporting so that stakeholders can assess school and system success.	High
Strategy 2: Advance the understanding of staff around leveraging assurance data to collaboratively plan for improving student growth and achievement.	High
Strategy 3: Support school-based collection and sharing of artifacts to support assurance reporting and telling the story of the growth and success of the school and students.	High
Strategy 4: Advance school-based community engagement to ensure Foothills School Division is capturing and responding to the voice of all our stakeholders.	High

Support

Our Story of Support

- [Policy 14: A Place for All](#)
- [Safe Positive Schools](#)
- [FSD Resilience](#)
- [Inclusive Learning](#)
- [Student Learning](#)
- [Indigenous Learning](#)
- [Student Supports](#)
- [Supports for Families](#)
- [Community Supports](#)

Learning Supports Results Analysis

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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 	<ul style="list-style-type: none"> ● Improved wellness and well-being in students and staff. ● Learning environments are welcoming, caring, respectful and safe. ● Improved understanding of an inclusive education system. ● Improved collaboration with education partners to support learning.

	<p>cultures of wellness and well-being.</p> <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 wrap around services and supports enhances conditions required for optimal learning and wellness. • Continuum of supports enriches learning and meets the need of students, families, staff, and communities. 	
<p style="text-align: center;">Goal <i>Desired Result</i></p> <p>Advance our Continuum of Supports: Continue to develop and advance our continuum of support.</p>		<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <ul style="list-style-type: none"> • Learners demonstrate understanding and respect for the uniqueness of all learners. • A robust continuum of supports ensures student success. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Measures indicate programs, services, and strategies demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

Provincial

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

Local

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

Evidence and Key Insights

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
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2019-2020	n/a		n/a		
2020-2021	88%		n/a		
2021-2022	85%		82%		
2022-2023	82.7%		73.9		
Evaluation	High		High		
<p>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.</p>					
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	90%	90%	61%	47%	91%
2020-2021	87%	83%	68%	42%	85%
2021-2022	78%	77%	75%	53%	80%
2022-2023	77%	77%	62%	46%	80%
Evaluation	High	High	Intermediate	Intermediate	High
Strategies: Advance Wellness and Well-being <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>					Evaluation <i>Impact of strategies implemented</i>
Strategy 1: <ul style="list-style-type: none"> Continue to discuss all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholders 					High
Strategy 2:					High

<ul style="list-style-type: none"> • Visibility, communication, capacity building and application of supports and services available to students, parents, and staff at the Universal Level. 	
Strategy 3: <ul style="list-style-type: none"> • Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs. • Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups. 	High

Areas of Strength:

- **Continuum of Supports**
- **Mustang Support team weekly meetings**
- **Student intervention plans/individual plans**

Areas for Growth:

- **Wrap in of CRT**
- **Continue to work with divisional LC lead**
- **Behavioural support planning**

Next Steps:

- **Wrap in of CRT**
- **Continue to work with divisional LC lead**
- **Behavioural support planning**

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: Staff focus on all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholder	High
Strategy 2: Student Support Team (Collaborative Response Team) all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholders	High
Strategy 3: Continue to focus on First Nations Metis and Inuit education - Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students	High

Areas of Strength:

- **PLT work on teaching for transfer, student agency and assessment is leading the way for all the other pieces in student support.**

Areas for Growth:

- **Universal support and targeted interventions require diligent focus to keep the work moving forward.**
- **Involve student voice and choice wherever possible.**

Next Steps:

- Socio-emotional literacy focus and skill development
- Literacy and numeracy focus throughout.

Success

Our Story of Success

[Innovation and Design](#)

[Learning that Transfers](#)

[Truth and Reconciliation for Learner Success](#)

[Indigenous Learning](#)

[Principles of Practice for French Immersion](#)

[Principles of Practice for Literacy](#)

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

Student Growth and Achievement Results Analysis

Goal 1

Desired Result

Advance innovation and design

Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.

Outcomes

Measurable statements of what we seek to achieve

- 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.

Indicators

Indicators of achieving outcomes

- 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. • 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. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in student agency using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals. • Learners demonstrate transfer of learning. • High quality learning opportunities and experiences. • Measures indicate that learners are intellectually engaged in their learning. • Measures indicate that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. • Principles of Deep and Transferable Learning are evident in classroom practice and positively impact student growth and achievement.
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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 that students are engaged in their learning at school.
 - **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
 - **Work Preparation:** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
 - **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
 - **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
 - **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
 - **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.
- Local**
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).

- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2019-2020	n/a	n/a	n/a	n/a	n/a	n/a
2020-21	n/a	n/a	n/a	n/a	n/a	n/a
2021-22	86%	92%	76%	88%	86%	n/a
2022-23	81.8%	82.4%	70%	84.4%	83.2%	75%
Evaluation	High	High	High	High	High	High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
2019-2020	n/a	n/a	n/a	n/a	n/a
2020-21	n/a	n/a	n/a	n/a	n/a
2021-22	2.4%	91%	54%	74%	n/a
2022-2023	0%	100%	n/a	87.5%	0

Evaluation	Low	High	n/a	High	Low
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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”
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Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	n/a	n/	n/a	n/a	n/a	n/a	n/a
2020-2021	91%	68%	80%	86%	46%/46%	47%/48&	30%/28%
2021-2022	89%	62%	75%	80%	51%	55%	33%
2022-2023	91%	64%	76%	82%	46.5%	58%	52%
Evaluation	Very High	Intermediate	High	High	Intermediate	Intermediate	Intermediate

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: <ul style="list-style-type: none"> Continue to work towards CTF/CTS transitions and engaging students in career futures Continue with CTF/CTS leads Career Lab/CALM connections through Michael Koehler 	High
Strategy 2: <ul style="list-style-type: none"> Fine Arts connections through Jace Stearn, Dylan Wiest, Charmaine Ferguson, and Bill deKleine Focus on new CTF/CTS and Fine Arts continuums both at HHS and with our feeder schools Develop new focus for CTF and Fine Arts offerings at HHS for grade 9, focusing on career futures, exposure to multiple pathways and experiences. Promote and develop CTF/CTS/Fine Arts development through PLT structures. 	High

Strategy 3: <ul style="list-style-type: none"> Utilize MyBlueprint with students as an exploratory and portfolio tool. Connect MyBlueprint portfolios and inventories with Career and Academic counselling opportunities 	Intermediate
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Areas of Strength:

- High expectations, support, rigor, effort and skill are all positive and increasing
- Continue with design work for engagement and transfer

Areas for Growth:

- Individual subject reports show decreased engagement in CTS/Fine arts
- Core courses show some growth but there still needs to be focus on transfer and engagement

Next Steps:

- Focus on innovation and design work as well as continue with PD focus in this area.
- Utilize MyBlueprint as a learning portfolio where relevant, as well as other digital forms to show student learning.

Strategies: Advance Learning for Transfer <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: <ul style="list-style-type: none"> Continue with focus on Conceptual Understanding and Teaching for Transfer 	High
Strategy 2: <ul style="list-style-type: none"> Focus on assessment and designing rich assessment tasks. 	High
Strategy 3: Continue with Overarching Critical Inquiry Questions and Processes <ul style="list-style-type: none"> How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency? How do we ensure meaningful transfer to life occurs through the way we plan for learning? 	High

Areas of Strength:

- Collaboration with PLT work, Divisional teams and PD focus

Areas for Growth:

- Layering in innovation and design and connections to learning for transfer

Next Steps:

- Continue to design for deep and transferable learning in support of student success now and in the future
- design relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable
- design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency

- continue to develop competencies for successful learners

<p style="text-align: center;">Goal 3 <i>Desired Result</i></p> <p>Advance First Nations, Métis, and Inuit student success Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></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, Cultural Advisors, local leaders, and community positively impact learner success. • The school community accesses the resources and continuum of support needed to ensure First Nations, Métis, and Inuit student success. 	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <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 style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p>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 style="text-align: center;">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. 	<p style="text-align: center;">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.

- 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.

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 9 provincial achievement tests in Language Arts, Math, Social Studies and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.

Local

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

Evidence and Key Insights Advance Literacy and Numeracy

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 9)

Provincial Achievement Tests	English Language Arts		Math		Social Studies		Science		French Language Arts		
	Achievement	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence	Acceptable	Excellence

2021-2022	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2022-2023	78.8%	9.3%	64%	7.9%	61.4%	10.5%	71.4%	14.3%	60%	0%	

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30	
Level	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)	Acc (%)	Exc (%)
2022-23 (HHS)	85.5	9.1	85	7.5	63.3	10	90	13.3	85.4	14.6	81	3.4	90.5	35.7	66.7	12.1	81.8	9.1	84	12
2022-23 (Prov)	83.7	10.5	86.2	12.7	70.8	29	71.1	15.2	83.5	15.9	78.1	12.3	82.7	32.8	80.5	37.0	82.3	39.9	79.4	23.1

Diploma Exams	Français /French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement	Acceptable	Excellence	Acceptable	Excellence
2021-2022	n/a	n/a	n/a	n/a
2022-2023	100%	0%	100%	100%

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

% of students at or above grade level (Grades 2 – 9) GRADE Assessment			
Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	Not administered due to CoViD-19	Not administered due to CoViD-19	Not administered due to CoViD-19
2020-2021	100%	91%	82%
2021-2022	79/72%	81/68%	58/63%
2022-2023	60%	62%	56%
Evaluation	Intermediate	Intermediate	Low

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	n/a	n/a	n/a	n/a
2020-2021	n/a	n/a	n/a	n/a
2021-2022	51%	44%	26%	n/a
2022-2023	70%	88%	49%	84%
Evaluation	Intermediate	High	Low	High

DRA+ (French Immersion Literacy): Formative assessment given to French immersion students in grades 7-9 to inform teaching and learning. It can assist teachers with identifying individual student needs regarding reading fluency and comprehension, to plan for timely instruction and to monitor student growth and progress.

% Students at or above grade level

Performance Measures	7e année automne (Fall Grade 7)	8e année automne (Fall Grade 8)	9e année automne (Fall Grade 9)
2021-2022			70%
2022-2023			83%
Evaluation			High

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>	Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Continue numeracy focus including Mathematics 9, Mathematics 10C Prep, Math 10-3 and Math 10C Continue to assess and implement numeracy concepts in science	High
Strategy 2: Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks	Intermediate
Strategy 3: Continue work to Design Instruction that uses an Iterative Approach through number, patterns and relations, shape and space, and probability to ensure deep understanding and transfer	Intermediate

Areas of Strength:

- Literacy/Numeracy strategies incorporated into design for Transfer
- Lead teacher work at the divisional and school levels

Areas for Growth:

- Listening and Shape and Space

Next Steps:

- Design learning that transfers within and beyond the discipline
- Design learning for improved conceptual understanding and common language of instruction
- Expand repertoire of universal and targeted interventions in mathematics, numeracy, literacy, and French literacy
- Continue to broaden analysis of numeracy and mathematics, literacy, and French literacy data to improve instruction and student learning

Evidence and Key Insights
Advance First Nations, Métis, and Inuit student success

Cultural Perspectives Survey

% Students (4-12) Reporting Agree or Strongly Agree

Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2019/2021 (2 Years)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-2022 Baseline	49%		53%		53%		66%		80%		63%		85%		78%		61%	
2022-2023	44%		43%		48%		57%		71%		54%		74%		77%		53%	
Evaluation																		

Strategies: Advance First Nations, Métis, and Inuit student success

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

Evaluation

Impact of strategies implemented

Strategy 1:

Safe, Caring, and Welcoming Environment for First Nations, Metis, and Inuit students.

- Continue to provide opportunities for real learning and advancement of reconciliation – including HICAD, HILL, Moosehide/MMIW Day, and the Highwood Tipi Project
- Promote staff through FNMI leads on divisional days
- Making reconciliation visible school projects accessible to full school and parents
- Involve students, parents, and community on school reconciliation committee
- First Nations, Metis and Inuit Truth and Reconciliation offerings sent home to full school community

High

<ul style="list-style-type: none"> • Continue developing our HILL and HICAD committees and continue with honouring May 12th (Moose Hide Day) with a school wide celebration/event • Continue our partnership with Keith Lefthand from Eden Valley • Incorporating more FNMI and truth & reconciliation into our graduation ceremony to honour our indigenous students • Continue with teepee raising ceremonies, grass dancers, etc. • Work toward developing an Indigenous studies course to offer second semester • Grade 12 tipi setup and tipi takedown/leaving ceremony 	
Strategy 2: <ul style="list-style-type: none"> • Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students 	Intermediate
Strategy 3: <ul style="list-style-type: none"> • Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12. 	Intermediate

Areas of Strength:

- building and maintaining relationships with Indigenous communities and families
- opportunities and engagement for Indigenous voice, participation, and guidance
- incorporation of cultural events and teachings throughout subject areas
- Truth and Reconciliation toolkit in supporting student success

Areas for Growth:

- understanding the importance of Truth and Reconciliation
- nurturing reciprocal relationships with Indigenous communities
- engaging in collaborative, whole school approaches to advancing First Nations, Metis, and Inuit education

Next Steps:

- continue to advance First Nations, Metis, and Inuit student success through expanding current areas of focus
- deepening understanding of First Nations, Metis, and Inuit cultures
- prioritize Truth and Reconciliation

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
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Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.

- 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 engagement in processes of growth, supervision, and evaluation.
- 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.

- 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 practice resulting in deep and transferable learning.
- 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.

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)