Year 3 - École Secondaire Highwood High 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

School Website

School Land Acknowledgement

Please find our updated Land Acknowledgement in English and French 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
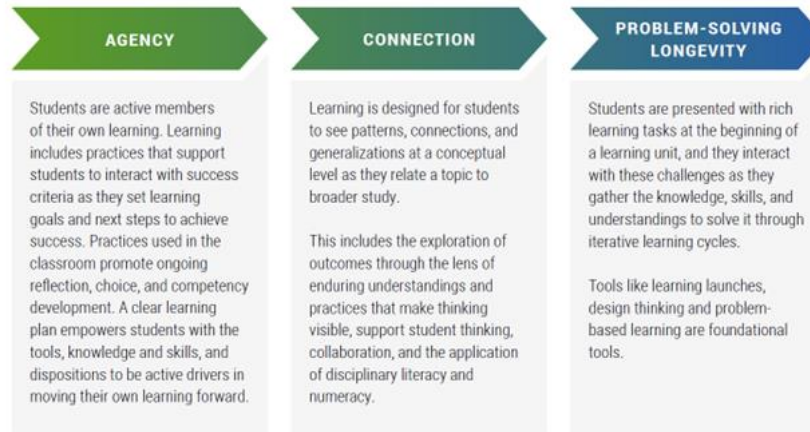
Providing Accountability and Assurance

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

continuous improvement process and are core documents for demonstrating accountability and providing assurance. The Education Plan and AERR inform one another for continuous growth.

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

Our Story of Learning

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

AGENCY

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

CONNECTION

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

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

PROBLEM-SOLVING LONGEVITY

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

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

Our Goals and Strategies

Our Vision
Engagement, Support and Success for Each Learner.

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

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

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

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

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

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

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 550 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, creating student agency, developing strong student-teacher-community relationships, ensuring greater levels of student learning for all.

It's a GREAT day to be a Mustang!

Passion **R**espect **I**ntegrity **D**etermination **E**xcellence

Alberta Education and FSD Assurance Measures Report Summary		
FSD Assurance Survey	**Positive Responses from Parents**	**Evaluation**
Access to Supports and Services	72%	Intermediate
Citizenship	77%	Intermediate
Education Quality	80%	High
Lifelong Learning	66%	Intermediate
Parental Involvement	68%	Intermediate
Program Access	67%	Intermediate
Program of Studies	82%	High
Program of Studies/At risk students	77%	Intermediate
Safe and Caring Schools	83%	High
School Improvement	66%	Intermediate
Student Learning Engagement	81%	High
Welcoming Caring Responsive Student Learning Environment	84%	High
Work Preparation	66%	Intermediate
Alberta Education Assurance Survey (AEAM)	**Positive Responses from Parents**	**Evaluation**
Access to Supports and Services	71.8	n/a

Citizenship	65.9	**Very Low**
Education Quality	80.6	**Very Low**
Lifelong Learning	73.3	**Intermediate**
Parental Involvement	74.8	**Intermediate**
Program Access	67.6	**Low**
Program of Studies	86.3	**Very High**
Program of Studies/At risk students	69.5	**Very Low**
Safe and Caring Schools	80.2	**Low**
School Improvement	62.6	**Very Low**
Student Learning Engagement	77.6	n/a
Welcoming Caring Responsive Student Learning Environment	75	n/a
Work Preparation	72.9	**Intermediate**

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](#)

Stakeholder Engagement Results Analysis

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

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

Measures and Targets

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

Provincial

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

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

Local

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

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

Strategies **Engagement Based on School Developed Parent Survey, Student Matters Survey and Student Engagement Survey:** 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	Evaluation *Impact of strategies implemented*

Strategy 1: Student Engagement
● Continue with focus on Conceptual Understanding and Teaching for Transfer
● **Overarching Critical Inquiry Questions**
    o How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?
    o How do we ensure meaningful transfer to life occurs through the way we plan for learning?
● Continue to promote student wellness activities; extracurricular, volunteerism, community programs & clubs
	High

● Continue to promote student participation in Truth and Reconciliation projects - embed ongoing activities ● Combine student council and student matters and engage the members in more leadership opportunities in the school ● Continue to survey student needs and promote our Student Matters committee and their work ● Have Student Matters members present at school council and engage in providing student updates/reports	
Strategy 2: Staff Engagement ● 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 ○ Opportunity to continue work in February 2025 ● PLT structure, embedded time and learning focus – Guided PLT procedures and reflection ● Continue to promote staff participation in Truth and Reconciliation projects ● Continue to promote leadership opportunities, formally and informally, for staff though PLT, Leads, Leading and Learning, etc. ● Ongoing TPGP meetings, supporting teacher professional development in teaching for transfer	**High**
Strategy 3: Parent Engagement ● 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 (Instagram) ● Bi-weekly communication out from classroom teachers to parents regarding programming, progress, and student supports ● Parent/Teacher Conferences ● 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) ● Host Foothills School Division Indigenous Sharing Circle	**High**
Strategy 4: Community Engagement ● Registered Apprenticeship, Work Experience, Green Certificate ● Foothills Emergency Responder Program ● Career Lab connections ● Candian Legion contests and scholarships	**High**

● Community/Physical Education 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.)	

Strategy 5: Communications
● School and Divisional webpages
● School Messenger
● Admin messages/videos
● School calendar online
● School highway sign
● School communication (teacher, office, admin)
● Parent/Teacher Conferences
● School council Facebook page
● School Instagram
    o Grad page
    o Highwood page
    o Zephyr
	High

Areas of Strength:
- 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
- Parent, student and staff engagement remain high (FSD survey)
- School Council has a large membership and actively participates in engagement opportunities,
- Continuous improvement and educational quality have remained high in the FSD Survey results
- Based on our recent FSD assurance survey results, students and parents have noted an improvement in the Safe, Caring and Welcoming school assurance measure

Areas for Growth:
- Continue with the focus on assurance, look at available opportunities to establish consistent and accessible communication

- Parental involvement remains at an intermediate/maintained level on the AEAM, while this is good, this data represents a significant area of growth for our school community
- Continuous improvement and educational quality have slipped slightly in the AEAM Survey results

Next Steps:
- Look at discrepancies between AEAM and FSD surveys and develop strategies to address these discrepancies.
- Continue with the focus on assurance, look at available opportunities to establish consistent and accessible communication, promote parent workshops & seminars, create volunteer opportunities and continue to connect with feedback mechanisms.

Continuous Improvement Results Analysis		
Goal *Desired Result*	**Outcomes** *Measurable statements of what FSD seeks to achieve*	**Indicators** *Indicators of achieving outcomes*
• Advance evidence-based continuous improvement and assurance • Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.	Assurance has been achieved through: • building relationships • engaging with education partners and stakeholders • creating and sustaining a culture of continuous improvement and collective responsibility	• Governors engage stakeholders in the creation and ongoing implementation of a shared vision for student success • curriculum is relevant, clearly articulated and designed for implementation within local contexts • Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement • Governors employ a cycle of evidence-based continuous improvement to inform ongoing planning and priority setting, and to build capacity • Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities

		• AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans • fiscal resources are allocated and managed in the interests of ensuring student success, in alignment with system goals and priorities and in accordance with all statutory, regulatory and disclosure requirements • provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement

Measures and Targets

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

Provincial

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

Local

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

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

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

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	88%	81%	89%
2021-2022	95%	78%	70%
2022-2023	84.4%	80.4%	66%
2023-2024	80.6%	74.8	62.6%
Evaluation	**Very low**	**Intermediate**	**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
2020-2021						
2021-2022	89%	81%	95%	83%	75%	78%
2022-2023	88%	77%	94%	81%	86%	79%
2023-2024	81%	77%	80%	83.5%	72%	68%
Evaluation	**High**	**High**	**High**	**High**	**Intermediate**	**Intermediate**

Strategies *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: • 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**

Areas of Strength:
- 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
- Parent, student and staff engagement remain high (FSD survey)
- School Council has a large membership and actively participates in engagement opportunities,
- Continuous improvement and educational quality have remained high in the FSD Survey results
- Based on our recent FSD assurance survey results, students and parents have noted an improvement in the Safe, Caring and Welcoming school assurance measure – this positive outcome is likely a result of our continued work with fostering a sense of trust and confidence within our school community

Areas for Growth:
- Continue with the focus on assurance, look at available opportunities to establish consistent and accessible communication
- Parental involvement remains at an intermediate/maintained level on the AEAM, while this is good, this data represents a significant area of growth for our school community
- Continuous improvement and educational quality have slipped slightly in the AEAM Survey results

Next Steps:
- Look at discrepancies between AEAM and FSD surveys and develop strategies to address these discrepancies.
- Continue with the focus on assurance, look at available opportunities to establish consistent and accessible communication, promote parent workshops & seminars, create volunteer opportunities and continue to connect with feedback mechanisms.

Support

Our Story of Support

[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](#)

Learning Supports Results Analysis

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

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

	manage health stress and traumatic stress	- collaboration with education partners to support learning - cross-ministry initiatives and improved wrap around services and supports that enhance conditions required for optimal learning and wellness - structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities - programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services consistent with the principles of inclusive learning

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

Provincial

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

Local

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

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

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

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	**88%**	**n/a**
2021-2022	**85%**	**82%**
2022-2023	**82.7%**	**73.9%**
2023-2024	**75%**	**71.8%**
Evaluation	**High**	**High**

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	**87%**	**83%**	**68%**	**42%**	**85%**
2021-2022	**78%**	**77%**	**75%**	**53%**	**80%**
2022-2023	**77%**	**77%**	**62%**	**46%**	**80%**
2023-2024	**73%**	**77%**	**62%**	**46%**	**82%**
Evaluation	**High**	**High**	**Intermediate**	**Intermediate**	**High**

Strategies: Advance Wellness and Well-being *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	Evaluation *Impact of strategies implemented*
Strategy 1: ∉ Continue to discuss all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholders ∉ Relationship building between stakeholders to improve collaboration school culture at the Universal Level. ∉ Visibility, communication, capacity building and application of supports and services available to students, parents and staff at the Universal Level. ∉ Continue developing a shared understanding and application of principles of an Inclusive education system at the Universal Level. ∉ Continue to develop and communicate shared understanding of targeted and individualised supports, student support teams and community resources. ∉ Continue to collaborate and work together as an Academic and Socio-emotional Support Team toward targeted student needs. ∉ Continue to develop a continuum of supports at the school and system level to ensure comprehensive and cohesive assistance for all students. ∉ Bring attention to CTF/CTS promotions and connections	**High**
Strategy 2: ∉ Visibility, communication, capacity building and application of supports and services available to students, parents, and staff at the Universal Level. ∉ Improve Visibility and Implementation of structures and strategies for Wellness and Wellbeing. ∉ Continue to promote, develop, and involve all stakeholders in school Wellness initiatives and ongoing programming to promote Wellness and Wellbeing. ∉ Continue to promote and bundle activities to share with larger school communities (parents, community members) pertaining to Wellness, citizenship, culture, belonging, and connection to one another. ∉ Continue to promote activities and student voice opportunities through our Student Matters and Student Council groups. ∉ Continue to use morning announcements to disseminate information regarding wellness that relates to student and staff wellness (i.e., sleep patterns, nutrition, healthy relationships, etc.)	**High**
Strategy 3: ∉ 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	**High**

groups.	

Areas of Strength:
- Creation of a clear code of conduct for students and staff that included voice from multiple stakeholders
- Application of our cogenerated code of conduct and continuum of supports across the school.
- Relationship building focus through a trauma informed lens as part of our continuum of supports.
- Defining, cocreating and building capacity for universal supports and actions through our continuum of supports.
- Advancing structure to support the learning and academic gaps for learning.
- Rebuilding CRT with staff voice to advance student supports.
- Continued progress for designing and assessing meaningful and relevant learning for transfer.

Areas for Growth:
- Improvement in community results for supporting students at risk, continuum of supports, safe and caring schools, and programming access.
- Continue to build and advance our continuum of supports.
- Continue to communicate continuum of supports with all stakeholders.
- Continue to advance learning for transfer and innovation and design to connect to real world challenges and relevance.
- Redesign support block for Junior High students.
- Build a strong junior high team focused on providing supports to close the academic gaps.

Next Steps:
- Communicate and apply continuum of supports with all stakeholders.
- Continue designing and assessing learning for transfer.
- Continue to build a safe and caring school through a Trauma informed lens (Care for visitors, parents, and students).
- Work collaboratively with community services and members to develop a safe, caring and welcoming community.

Strategies: Advance Continuum of Supports *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: • Staff focus on all aspects of support - academic, socio-emotional, behavioural and wellness - of all stakeholders	**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:

- Students have continuous access to supports and services as part of our ongoing Continuum of Support procedures
- Mustang Support team weekly meetings to address students of concern, create intervention strategies and to outline a framework for success
- Success in creating student intervention plans/individual plans to establish clear, measurable goals for student progress
- Maintain positive peer relations in areas of social skill development, sense of belonging, and encouraging students to connect to peers
- Resiliency (internal and external) are maintained, but improvements are ongoing
- Access to supports, such as counselling, tutoring and health services are maintained and continue to be available for all students

Areas for Growth:
- Improve collaboration with the FSD Inclusive Learning Team to supplement work being done by Collaborative Response Team
- Continue to work with divisional Learning Coach
- Behavioural support planning by accessing our Youth Development Coach (YDC) to develop student personal strengths, such as self-confidence, problem solving and emotional regulation.
- Recent feedback from our AEAM and SOS-Q indicates a decline in access to essential support and services

Next Steps:
- Collaborate with Inclusive Learning supports to continue to implement regular check-ins with students to proactively address any emerging issues
- Continue to work with divisional LC Lead to address any academic concerns and next steps for accommodations and supports
- Behavioural support planning – create detailed behavioural plans that include clear goals, strategies and timelines. Establish and communicate a sustainable system to monitor and implement behavioural support interventions.
- Communicate the importance of positive behaviours to all stakeholders, and provide professional development opportunities

Success

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

Student Growth and Achievement Results Analysis

Goal 1 *Desired Result* **Advance innovation and design** 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* • Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.	Indicators *Indicators of achieving outcomes* • learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences. • learners apply knowledge, understanding and skills in real life contexts and situations
Goal 2 *Desired Result* **Advance learning for transfer** Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.	Outcomes *Measurable statements of what we seek to achieve* • learners will be able to explore and develop their skills and passions and achieve their highest potential • students will be well prepared for their future while remaining current and relevant in the local and global contexts	Indicators *Indicators of achieving outcomes* • improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts • improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals • learners apply knowledge, understanding and skills in real life contexts and situations

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

Provincial

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

- **Drop-out Rate, High School Completion Rate (3 and 5 years), Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

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

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

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

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	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%
2023-2024	86.3%	72.9%	65.9%	80.6%	73.3%	77.6%
Evaluation	High	Intermediate	Intermediate	High	Intermediate	High

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation (4+)

2020-21	n/a	n/a	n/a	n/a	n/a
2021-22	2.4%	91%	54%	74%	n/a
2022-2023	0%	94%	n/a	87.5%	0
2023-2024	1.0%	92%	48.4%	71.4%	48.3%
Evaluation	Low	High	Low	High	Intermediate

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/Fine Arts
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%
2023-2024	89%	58%	71%	80%	54%/50%	48%/65%	32%/31%
Evaluation	Very High	Intermediate	High	High	Intermediate	Intermediate	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: • Continue to work towards CTF/CTS transitions and engaging students in career futures	**High**

	Evaluation
• Continue with CTF/CTS leads • Career Lab/CALM connections through Michael Koehler	
Strategy 2: • 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 (Exploration Day) • 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: • Utilize MyBlueprint with students as an exploratory and portfolio tool • Connect MyBlueprint portfolios and inventories with Career and Academic counselling opportunities	**Intermediate**

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

Areas for Growth:
- Individual subject reports consistently illustrate decreased engagement is 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
- Continue to prioritize innovation and design work in the curriculum. This can involve incorporating project-based learning, where students work on real-world problems and create tangible solutions
- Create professional development opportunities for CTS/Fine Arts teachers to involve more interactive and hands-on learning experiences
- Maintain and create a strong focus on PD for teachers in the areas of innovative teaching strategies i.e., AI resources in the classroom
- Increase instruction that supports the attitudes and behaviors necessary to ensure students are prepared for work and lives beyond school
- Increase stakeholder satisfaction that students model the characteristics of active citizenship
- Increase the number of students who are engaged intellectually in their learning

Strategies: Advance Learning for Transfer *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: ∉ Continue with focus on Conceptual Understanding and Teaching for Transfer (fourth year) ∉ Celebrate the fantastic planning and design that happened last year but use what was learned to drive our planning and design this year	**High**

Strategy 2: • Focus on assessment and designing rich assessment tasks.	**High**

Strategy 3:
∉ Continue with Overarching Critical Inquiry Questions and Processes:
    o How do we use assessment tasks to drive learning, leverage real world design processes and cultivate student agency?
    o How do we ensure meaningful transfer to life occurs through the way we plan for learning?
∉ Continue to engage the School Lead Team with staff professional development
∉ Continue to collaborate with Learning Services and the High School COP with School Professional Learning Plans
∉ Build process and expectations for PLT meetings and share outs on school PD days
∉ Continue to design and refine opportunities to offer "real – real" learning for students
	High

Areas of Strength:
- Collaboration with PLT work, Divisional teams and PD focus
- Competent in designing relevant, purposeful and authentic learning in the classroom

Areas for Growth:
- Layering in innovation and design and connections to learning for transfer
- Consistency with implementation, and provide PD to incorporate interdisciplinary approaches
- Collaboration with Lead Team members to support Conceptual Understanding and Deep Thinking

Next Steps:
- Continue to design for deep and transferable learning in support of student success now and in the future
- Continue to develop student agency through collaborative learning activities, learning launches (field trips/guest speakers), goal setting, and reflective practice/self-assessment strategies (thought books/journals)
- Design and promote relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable:
  - Engagement through real-world connections to make learning more meaningful to help students connect the relevance of their learning.
- Design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency
- Continue to develop competencies for successful learners and allow students to have a voice in their learning topics and methods

| **Goal 3**
Desired Result
Advance First Nations, Métis, and Inuit student success
Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding | **Outcomes**
Measurable statements of what FSD seeks to achieve
• First Nations, Métis and Inuit learners are successful
• strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, | **Indicators**
Indicators of achieving outcomes
• learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences
• learners apply knowledge, understanding and skills in real life contexts and situations improved programs, services, and strategies |

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

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

Provincial

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

Local

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

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

Provincial Learning Outcomes: Provincial Achievement Tests (Grade 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
2022-2023	78.8%	9.3%	64%	7.9%	61.4%	10.5%	71.4%	14.3%	60%	0%
2023-2024	75%	5.8%	43.5%	7.1%	57.8%	6.5%	66.9%	9.1%	90%	20%

Provincial Learning Outcomes: Grade 12 Diploma Exams

Diploma Exams	English Language Arts				Math				Social Studies				Sciences							
Course	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
2023-2024	81%	5.1%	91%	7.1%	78%	25%	79%	3.4%	85%	9%	74%	5.7%	97%	39%	63%	25%	71%	21%	93%	6.7%

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%**
2023-2024	**n/a**	**n/a**	**n/a**	**n/a**

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	**100%**	**91%**	**82%**
2021-2022	**79/72%**	**81/68%**	**58/63%**
2022-2023	**60%**	**62%**	**56%**
2023-2024	**75%**	**75%**	**67%**
Evaluation	**Intermediate**	**Intermediate**	**Intermediate**

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	**n/a**	**n/a**	**n/a**	**n/a**
2021-2022	**51%**	**44%**	**26%**	**n/a**
2022-2023	**70%**	**88%**	**49%**	**84%**

2023-2024	80%	97%	49%	100%
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%**
2023-2024			**n/a**
Evaluation			**High**

Strategies: Advance Literacy and Numeracy *Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement*	**Evaluation** *Impact of strategies implemented*
Strategy 1: • Continue numeracy focus including Mathematics 9, Mathematics 10C and Mathematics 10-3 • Continue to assess and implement numeracy concepts in science to enhance their understanding and to develop critical thinking skills • Advance the use and consistent application of all classroom and local assessment measures (grade level assessments in English and French literacy and numeracy) to inform teacher practice and support student growth and achievement. • Advance system-wide use of high-yield principles and practices within English and French literacy and mathematics and numeracy that support transfer of knowledge and skills within subject areas and across all subjects for overall student growth and achievement. • Advance the development and application of English and French Literacy and Numeracy priority documents that identify essential understandings, high-yield strategies, and developmental progressions, accessible to all stakeholders to support student growth and achievement.	**High**

- Advance the ease of access and use of the Foothills School Division's Staff Learning Link, Supports for Students Link, and Supports for Families Link to benefit all stakeholders and increase student growth and achievement.	
Strategy 2: - Include numeracy and literacy development through teaching for transfer and conceptual understanding frameworks - Have both Literacy and Numeracy goals, targets, and implementation strategies as part of instructional design - Include literacy and numeracy development as part of teacher PLT meetings	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 - Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12. - Promote staff through both literacy and numeracy leads on divisional days **Numeracy** - Continue work to Design Instruction that uses an Iterative Approach through the Strands to ensure deep understanding and transfer - Implement strategies and PD associated with PLT and school Numeracy Focus CPIP grant - Working with the CRC and Rosalin to develop further math programming and professional development with our CPIP funding **Literacy Approach** - Content/Academic Language - Comprehension Development - Strategies Backpack	Intermediate

Areas of Strength:
- Literacy/Numeracy strategies incorporated into design for Transfer, to ensure real-world connections and curricular engagement
- Lead teacher work at the divisional and school levels
- The MIPI assessment data indicates an improvement in numeracy grade level testing, showing proficiency in teaching and instruction
- The FSD assessment data shows improvement across all literacy areas, including listening, vocabulary and comprehension

Areas for Growth:
- Advancements in Shape and Space curricular development

Next Steps:
- Promote and create cross-curricular projects:
  - Design learning that transfers within and beyond the discipline, by encouraging projects that combine geometry with other subject areas, such as science, to foster a deeper understanding

- 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 reinforce and track student progress through formative assessment data and student reflection
- 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
Provincial and Local Measures: 4-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal

Cultural Perspectives Survey

	% Students (4-12) Reporting Agree or Strongly Agree																	
Performance Measures	Cultural Belonging		Comfortable Sharing Culture		Encouraged and Accepted Sharing Culture		School Priority of Truth and Reconciliation		Personal Importance of Truth and Reconciliation		Cultural Infusion Across All Subject Areas		Understand Multiple Perspectives		Understand Truth and Reconciliation		Teachers Share Indigenous Perspectives	
All Students (All) vs. Self-Identified Indigenous (SI)	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI	All	SI
2020/2021	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	49%		53%		53%		66%		80%		63%		85%		78%		61%	
2022-2023	44%		43%		48%		57%		71%		54%		74%		77%		53%	

2023-2024		46%		43%		49%		58%		70%		53%		75%		76%		53%	
Evaluation		Intermediate		Intermediate		Intermediate		Intermediate		Intermediate		Intermediate		Intermediate		Intermediate		Intermediate	

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 • Continue developing our HILL and HICAD committees and continue with honouring May 12th (Moose Hide Day) with a school wide celebration/event • Continue to expand upon our relationships with community members: Elder Virgina Aldoff and Lisa San-Fillipo • Continue our partnership with Keith Lefthand from Eden Valley • Incorporating more FNMI and truth & reconciliation into our graduation ceremony to honour our indigenous students • Support and promote the FSD Indigenous Graduation ceremony • 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	**High**
Strategy 2: • Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students • Continue to advance parent and community engagement by building relationships with students, families, Elders, Knowledge Keepers, Cultural Advisors, and local community leaders for optimum student success. • Continue to advance strategies to support cultural appreciation by building understanding of, and implementation of,	**Intermediate**

foundational practices that support an understanding and embracing of Indigenous worldviews for optimum student success. • Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner. • Continue to provide varied professional learning opportunities for stakeholders to develop collective efficacy to advance Truth and Reconciliation for the success of each learner. • Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students.	
Strategy 3: ≢ Continue to work at a divisional support level to implement divisional strategies that focus on grades 9-12. ≢ Promote staff learning through FNMI leads on divisional days ≢ Making reconciliation visible through 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 ≢ 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 ≢ Continue to develop and improve instructional practices to address the systemic education gap for First Nations, Métis, and Inuit students by honouring traditional teachings and weaving foundational ways of knowing into curriculum for the success of each learner. ≢ Continue to refine and enhance our continuum of supports, systems, structures, and programs to improve education outcomes for First Nations, Métis, and Inuit students. ≢ Advance learning through design for deep understanding and transfer through authentic ways of knowing to ensure success for ALL students	**Intermediate**

Areas of Strength:
- Building and maintaining relationships with Indigenous communities and families (Keith Lefthand, Virgina Aldoff & Lisa San-Fillipo)
- Opportunities and engagement for Indigenous voice, participation, and guidance from students, staff and community members
- 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 – Staff engagement personal Land Acknowledgement creation
- 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
- Work through student and staff individual land acknowledgements and share

Teaching, Learning and Leadership Results Analysis		
Goal 5 *Desired Result* **Advance excellence in teaching, learning, and leading** those results in improved student growth and achievement.	**Outcomes** *Measurable statements of what FSD seeks to achieve* Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice, and use of a wide range of evidence to advance teaching, learning and leading. FSD "maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all." *GOA, Ministry of Education – Business Plan 2020-23, p.56*	**Indicators** *Indicators of achieving outcomes* • improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all • teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, reflective practice, and growth, supervision, and evaluation • teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice • teachers and leaders improve their professional practice in learning for transfer • improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning • improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning

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

Provincial

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

Local

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

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	89%	99%	95%	95%
Evaluation	**High**	**Very High**	**Very High**	**Very High**

Strategies to Advance Excellence in Teaching, Learning, and Leading
Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Continue Learning for all staff that advances designing instruction / assessment for deep learning and Transfer through PD, PLT, Staff meetings
- Embedded PLT time
- PLT leads
- Department TPGP
- Individual TPGP connect to school goals
- Lead team input into Professional Learning Plans

- Leads involved in school and divisional learning
- Focus on all PD days and teacher growth

Work collaboratively with other lead FSD Schools and teachers, supported through FSD Learning Team.

1) Planning Guides
2) Playlists
3) Staff Learning Link
4) Lead Teamwork/Learning Services

Continue to advance Lead Teacher representation and sharing of strategies/tools in the areas of Teaching for Transfer, Literacy, Numeracy, Innovation and Design, Inclusive Learning, and Indigenous Learning/Support

Areas of Strength:
- Collaboration with PLT work, Divisional teams and PD focus
- Competent in designing relevant, purposeful and authentic learning in the classroom

Areas for Growth:
- Layering in innovation and design and connections to learning for transfer
- Consistency with implementation, and provide PD to incorporate interdisciplinary approaches
- Collaboration with Lead Team members to support Conceptual Understanding and Deep Thinking

Next Steps:
- Continue to design for deep and transferable learning in support of student success now and in the future
- Continue to develop student agency through collaborative learning activities, learning launches (field trips/guest speakers), goal setting, and reflective practice/self-assessment strategies (thought books/journals)
- Design and promote relevant, purposeful, meaningful, and authentic learning that engages students, builds connections and is applicable:
  - Engagement through real-world connections to make learning more meaningful to help students connect the relevance of their learning
- Design learning that supports conceptual understanding, increases challenge, deepens thinking and develops agency
- Continue to develop competencies for successful learners and allow students to have a voice in their learning topics and methods

It's a GREAT day to be a Mustang!

Passion **R**espect **I**ntegrity **D**etermination **E**xcellence